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ABSTRACT

The use of mentoring and development portfolio/transcript programs for college students is considered. The development portfolio enables students to document activities they selected to achieve their development goals, and may involve journal keeping, logging of courses and activities, and individualized growth projects. Development transcripts document students' progress for the college. Mentors are volunteers whom students ask to assist with their growth projects. The literature on the role of mentor, especially in colleges, is reviewed, as well as research on the mentoring role, and the theoretical bases for successful mentoring. Program evaluation results for the College of Saint Teresa (Minnesota) and a history of student and mentor participation are considered, and protocol materials are provided, including an example of a student's goals and outcomes and forms for documenting activities, courses, and projects. The following mentor training programs with portfolio/transcripts components are also briefly described: Canisius College, Andrews University, and Azusa Pacific University. (SW)

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DEVELOPMENTAL EDUCATION AT THE COLLEGE OF SAINT TERESA: MENTORING AND DEVELOPMENT PORTFOLIO TRANSCRIPT PROGRAM

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HE019 943

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CHAPTER ONE

Since its beginning, the world of higher education has served as a forum for debate and discussion about what really constitutes a complete, a liberal education. In recent years this characterization has evolved from descriptions of what courses a student has taken, what cognitive material he or she has learned, to descriptions of what an educated person can actually do. Areas of effective functioning, of actualized skills, of applicable knowledge, of demonstrable sensitivities and appreciations have become respectable sources of criteria for judging whether an individual is in fact an adequately educated person. (Cross, 1976; Gibbons, 1974; Hurt, 1974; Mosher & Sprinthall, 1971).

Within this context, practitioners within higher education have become more sensitive to the individual students whom they expect to demonstrate specific outcomes and characteristics identifying them as well-educated persons. Inevitably, this shift has led to college programming with increased attention to the students themselves, and on their individual personal development. (Chickering, 1974; Erickson, 1975; Hurst, 1978; King, 1978; Knefelkamp, 1974; Lester & Johnson, 1981; Perry, 1979; Widick, 1975). The innovations in post-secondary education which have resulted from this heightened awareness are

described as "deliberate psychological education" when referring to the design and delivery of programs, and as "intentional development" when referring to the students themselves.

College faculty and student services personnel have been able, for more than 15 years, to observe a consistent effort to implement principles of deliberate psychological education in elementary and secondary schools. (Boston, 1976; Gibbons, 1974; Hatfield, 1984; Kohlberg, 1972; Mosher & Sprinthall, 1970; Rest, 1973; Runions, 1980; Sprinthall, 1971). These programs have included teacher/counselor interventions, innovations in teacher/parent/counselor consulting, modeling of schools as just and peace-making communities, courses in psychology emphazing self-knowledge and self-appreciation, and expansion of teacher/counselor instructional and guidance strategies to include those with a focus on conscious human development. In most of these the "deliberate intentionality" of the education has been on the part of the curriculum designers, teachers and counselors, rather than on the part of students, but they have been based on sound developmental principles, and have focused on the conscious involvement of the students. Hatfield, in a 1982 interview with Sprinthall, listed the characteristics of a program of deliberate psychological education (DPE) model: "The DPE model is one in which (1) students' psychological growth is a primary educational objective; (2) the education experiences

are appropriate in a cognitive-developmental sense for the students being served; and (3) the curricular components of the model are intended for all students, not a special population" (Hatfield, 1984). Notwithstanding the sound developmental principles from which most of the deliberate psychological education programs have been derived, shifts toward such programming have not been pervasive; most of the successful programs are teacher- or school-based, and are not district- or state-wide implementations. Nevertheless, the programs have served as illustrations that comprehensive curricular models can successfully integrate principles of deliberate psychological education.

On the post-secondary level, particularly in liberal arts colleges and universities, the emphases within psychological education have been the personalization of courses related to human development and the increasing promotion of students' more self-conscious involvement in co-curricular and course activities. The focus of psychological education in colleges and universities has been on raising the students' consciousness of themselves as self-developing human persons. There the idea of deliberate psychological education is accomodated to include "intentional development," signifying the conscious self-development of the students themselves.

Programming to support students' intentional development at

the college has often been based on cooperative, interdependent planning by faculty and student services professionals (Katz, 1979). This has resulted in more proactive programming than has sometimes been the case for programs functioning solely within the student services areas. Delworth and Piel (1978) have asserted that programming by student-services personnel has historically been a reactive process--furnishing programs requested by administrators to serve what the administrators have perceived as student interests and needs. In addition to the role ambiguity associated with administrator-based programming, Whiteley (1978) observed distinct lack of agreement about the nature of student development among the student services professionals themselves. Finally, Hurst (1978) identified that three major environmental factors have inhibited proactive programming based on actual development needs of students: non-congruent orientations of students and student services professionals, programming reacting to student demands rather than anticipating student development, and failure to obtain appropriate political support from the campus community. Observers and participants generally agree that the new models of integrated post-secondary education place student development professionals in healthier collegial relationships with faculty and administrators than they have previously enjoyed, and that they emphasize shared responsibility among all college staff for

support of students' personal growth (Chickering & McCormick, 1973; Katz, 1979; Knefelkamp, 1974; Pascarella & Terenzini; 1977, 1978).

While the recent interest in deliberate psychological education in higher education has resulted both in the extension of theory and in the creation of implementing models, much more work has been done in the areas of theory testing and conjecture than in those of implementation and application (e.g., Chickering and McCormick, 1974; Perry, 1970; Rustad and Rogers, 1975; Widick, 1975; and Widick, Knefelkamp, and Parker, 1975). A significant problem in higher education, then, is the lack of implementation models--college programs providing structure, staff and organized process to support the intnetional development of students.

Statement of the Problem

The problem in higher education which this paper addresses is the paucity of model programs which provide systamatic apprectiation for institutional development by college students. This report describes one implementation of deliberate psychological education at the college level--a mentoring and developmental transcript program for college women at a four-year liberal arts college.

The development portfolio/transcript is a significant innovation in the area of development education at the college

level.

The Development Portfolio

The devlopment portfolio is a vehicle which helps to raise students' understanding and ownership of their own development, and provides a structure for their planning and monitoring it as well. The keeping of journals, designing individualized growth projects, planning a distribution of participatory experiences, and logging of courses and activities are all possible components of a portfolio. A development portfolio may contain a great variety of records, testimonies, growth contracts, job reports, awards, products and other items--all of which serve as concrete evidence of the quality of a student's intentional development. It may also, of course, simply document the extent and diversity of the student's involvement, supporting no inferences about the relative quality of the activities. Each of these possible ingredients of a development portfolio is evidence of a student's claiming his or her own development and consciously planning it.

The Development Transcript

Whereas the development portfolio may be entirely the student's personal concern, the transcript is tied to the institution in some way. As innovating colleges and universities experiment with the provision of the transcript opportunity for students, the "home" of the transcript appears

in many locales. Depending on the institution, development transcripts are now being processed by student unions, registrar's offices, offices of student affairs, placement and career-planning centers, counseling centers, and alumnae offices.

Mentors

Mentors are non-prescribing, non-judging facilitators of students' decisions about their own development. They may be faculty and staff members, alumnae, other students, volunteers--they are persons who work closely and personally with students who are designing and completing activities to achieve their own development objectives.

A mentor, in education as well as non-education settings, is an oder, wiser person who provides a student, apprentice or trainee with a humanistic source of motivation and assessment. The term originally derives from Homer Odyssey in which the tutor Mentor was a personal guide and friend of Telemachus, the son of Odysseus. More recently, in theories of leadership and adult development the term "mentor" has been used to signify an older experienced professional person who sponsors a rising young executive, helping him to advance to corporate leadership in as little time, and with as few impediments, as possible (Fury, 1980; Halatin, 1981; Johnson, 1980; Levinson, 1978; Lewin, 1979; Lowe, 1980; Phillips-Jones, 1982; Roches, 1979;

Shairo, 1978; The Woodlands Group, 1980).

In the college setting, and within the context of the development portfolio/transcript program, the mentor is chiefly a support person for the student's setting his or her own objectives, and does not indicate a set of preferred "moves" for moving ahead in development. The mentor/student relationship in the portfolio setting does not have connotations of imitation and approval that are often present in the corresponding corporate duos 9Bradley, 1975; DeCoster & Brown, 1982; Forrest, 1975; Lester & Johnson, 1981; Roeske & Lake, 1977; Schorr, 1978; Wynne, 1971).

The Mentoring-Transcript Clearinghouse

A national dissemination network has been developed to assist innovating colleges and universities share their evolving insights and practices as their portfolio, mentoring and transcript projects gradually become more refined (Brown & DeCoster, 1982). In 1980 the University of Nebraska-Lincoln established the Mentoring-Transcript Clearinghouse to facilitate this network. In the initial organization of the Clearinghouse, the Nebraska staff compiled an extensive bibliography of related publications, solicited project descriptions for network circulation, identified a contact person at each interested college or university and disseminated explanatory materials to inquirants about transcript and mentoring programs. Kramer,

Bryan, Rood and Smith (1982) report that by July 1981 project descriptions had been received for twenty-four programs and contact persons had been identified at two hundred institutions and agencies. The list of projects in the network is included in the appendix of this report, along with supplemental materials provided by the Clearinghouse.

In 1983 the Student Development Mentoring-Transcript Clearinghouse was moved to a permanent home sponsored by the National Association for Campus Activities (NACA), in Columbia SC (DeCoster, 1983). All Clearinghouse activities were moved to the NACA Co-Curricular Transcript Library, under the supervision of the Educational Services Coordinator for the Association.

The specific problem addressed in this report is the design of a development mentoring/portfolio/transcript program for college women. The report presents results of needs assessments and evaluations related to the program, and describes protocol materials and training programs for mentors which were developed during the implementation of the project.

Significance of the Problem

Most college and universities include lofty development aims among their institutional goals--as philosophical commitments to missions, as program objectives, and as specific outcome statements about expected student behaviors. But very few of them commit resources and staff to deliberately support

students' attainment of these developmental goals, and very, very few attempt to document or assess the students' (and their) progress in achieving them. Brown and DeCoster (1982) compare the two very different messages students hear about college's attention to their academic growth and their personal growth:

> This assessment, advising, evaluation, and certification process for academic growth is far from perfect, but nevertheless it presents a clear message to students: "We have definite expectations regarding your intellectual development. We believe you should demonstrate that you have breadth and depth by completion of a certain kind and number of courses. We will record your progress, provide advising to assist you in reaching goals, and we expect you to complete specific requirements before awarding you the diploma."
>
> The same message is not apparent to students regarding personal growth in other dimensions. There may be statements in the college catalog about improving citizenship, gaining cultural awareness, and even enhancing interpersonal skills, but there is neither assessment, advising, and documentation nor an accountability system to describe and evaluate individual or group progress. The indirect message says to students: "We think personal growth is important during college and we provide

opportunities for you to pursue your personal development while you are here. We are not willing, however to devote the thought, time, or budget necessary to assist you systematically in your development. It is more or less up to you to pursue these goals on your own. In the meantime, pass your exams" (Brown and DeCoster, 1982).

As Brown and DeCoster note, these mixed messages influence students' self-images and their mode of participation in their college experience. These messages also have high impact on the images faculty, staff and administrators have of themselves. The low value put on faculty activities related to student development service, as opposed to research and even teaching; the difference between salary schedules of student development staff and those of faculty and administrators; the level of esteem for research on human development, as opposed to "hard" content--all of these phenomena express these mixed messages from the institutions of post-secondary education.

The establishing of development portfolio and transcript opportunities is one attempt to make more credible a college's statements about dedication to each student's development. Each of the contents of a development portfolio supports a student's claiming his or her own development and consciously planning it. The development transcript assists the students to monitor their growth as well as to claim it; and lends credence to the

institutional message that the college is serious about supporting personal development (Brown, 1981; Brown & Citrin, 1977; Kramer afand others, 1982; Thompson and othters, 1982). An incidental benefit of generating such a transcript is, of course, the enhancement of a student's placement papers (Lynch, 1980). Many young graduates caught in the no-job-experience squeeze could certainly profit from documentation of the transferable skills and abilities they have demonstrated in the non-job settings. Colleges are replete with opportunities for students to demonstrate leadership, interpersonal, social, and orgainizational skills of at least the level of complexity required in most first-job settings (Pinkney & Brown, 1981; Schmidt & Wolfe, 1980).

The establishing of a mentor program to support students' self-direction and intentional development is another means of an institution's increasing its credibility about fostering student development (Brown, 1980, DeCoster & Brown, 1982). Whether or not the mentor/student interaction results in the documentation provided by a portfolio or transcript, the official support connoted by budgeted resources for the program elevates it far beyond the volunteer, good-will efforts upon which many of the current portfolio/transcript programs are based.

The significance of the mentoring/portfolio/transcript

program is clear: it is an example of institutional accountability for adopting and publishing student outcomes related to human development, and it furnishes a dissemination model from which other institutions may derive insights about features they may wish to include in their own programs.

Deliminations of the Study

This study has several limitations:

1. The program described was in operation at only one college, a four-year liberal arts college for women. There is no justification for an assumption that the processes involved would be readily applicable at a men's or coeducational college.

2. The college at which the program was instituted was residential, with fewer than 50 students (of 600) living off-campus. Therefore, many of the readily accessible leadership/developmental opportunities were related to a highly cohesive, compact student body. The distribution of student-selected development activities would probably be quite different in a college or university with a student body of diffused commuters.

3. The mentors in the reviewed project were on-campus faculty and staff members. The training program to facilitate their functioning as mentors was directed solely at their role of understanding and develop the good mentoring skills. In a larger program, which might use alumnae and off-campus

personnel, much more information would have to provided about the day-to-day functioning of the institution.

4. A disproportionate amount of the review of the literature is devoted to the role of mentoring. Mentoring has been widely treated in both popular magazines and professional journals, (Cook & Bonnett, 1981; Galvez-Hyornik, 1985) especially as it occurs as a phenomenon in business (Collin, 1979; collins, 1978;; Dalton & Price, 1977; Dewine, 1983) and as a support for the professional development of women (Anderson & Devanna, 1981; Bolton, 1980; Cook, 1979; Epstein, 1970; Fitt & Newton, 1981; George & Kummerow, 1981; Henning & Jardim, 1977). In contrast, there is very little published material available on examples of development portfolio and transcript programs (Brown, Citrin, Pflum & Preston, 1978). Most of the materials available about the latter occur as sample materials used by innovating colleges and disseminated by the NACA Co-Curricular Transcript Library. There is, therefore, also an imbalance between reviews of theoretical, critical articles and summaries of program descriptions.

In spite of these limitations of size and scope, the study is a valid one, being a case study of the design and implementation of a development portfolio/transcript program for a specific group of college students. One of the limitations of the study, with regard to generalizability--that of being

restricted to college women--may well be an advantage in terms of serving as a program model, inasmuch as women have been shown to profit from mentor relationships in professional areas that have traditionally had many sex-related barriers to advancement and satisfaction (Epstein, 1970; Hepner & Eaaborg, 1979; Josefowitz, 1980; Moore, 1982, Phillips, 1977; Roeske & Lake, 1977; Sheehy, 1976; White, 1976; Wiggins, 1982).

Definition of Terms

A number of terms in this report are used with explicit meanings referring to the domains of developmental theory and higher education. The operations definitions of these words, for this report, are as follows:

1. Deliberate Psychological Education: Education in which students' psychological growth is a primary objective, in which the educational experiences are approgriate to the students' cognitive-development levels, and in which it is intended to facilitate growth for all students in a given situation (Hatfield, 1984).

2. Intentional Development: Personal, psychological development of (college) students based on their acceptance of responsibility for their own growth, their setting of developmental objectives for themselves, and their choosing and completing activities which they intend to support that growth.

3. Mentor: An older, wiser person who provides a student with non-judgmental, non-prescriptive support of decision-making about that student's choices of activities and experiences related to the student's intentional development.

4. Development Portfolio: A set of materials documenting the activities and experiences chosen by a student to achieve his or her self-selected developmental goals.

5. Development Transcript: Institutional (college or university) documentation of students' attainment of self-selected development objectives.

Organization of the Study

Chapter Two will review the literature about the definition and role of mentor, especially at it is exemplified within the context of higher education. Also included in this chapter is a review of the mentoring role as it is interpreted in various exemplary college and universities, whether related or not to a development portfolio/transcript programs.

Chapter Three will present a model for implementing a development mentoring/portfolio/transcript program. It will include presentation of protocol materials, description of mentor training programs, and results of assessment and evaluations related to the program.

Chapter Four will summarize the first three chapters of this report. It will review the problem studied, the review of

the literature, the developmental intervention (the mentoring/portfolio/transcript program), and will suggest major implications of the study.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews major articles and books on the role of the mentor, both in corporate and educational settings. It also reviews several intervention models using mentors as facilitators of intentional developmental growth in college students.

The Mentoring Role in the Corporate World

In the corporate sense, mentors often serve as examplars, as well as counselors, teachers, and advocates. As a result of the relationship the younger person, the protege, learns specific skills and appropriate 'moves' as s/he is introduced to the right persons and is placed in the right situations by the older friend. According to Levinson (1978), the corporate mentor is a transitional figure who serves as a mixture of parent and supportive peer, without entering too identifiably into either role. In this temporary relationship the mentor exemplifies estimable qualities and characterics which the protege recognizes as necessary for himself or herself, and s/he is naturally motivated to imitate and internalize them. Good mentors presumably recognize the transient, assisting nature of the relationship and do not try to prolong it by clutching, demanding expectations of pay-backs and owed dues. The protege in turn recognizes that s/he, in turn, is expected to help renew

the leadership of the corporation or business as s/he mature in it.

In 1979 Roche conducted a study of 1,250 successful business executives, and reported in the Harvard Business Review that about two-thirds of them had had at least one mentor or sponsor.

Those who had experienced the mentor-protege relationship were higher in most of the indicators of corporate success--salaries, job satisfaction, continued formal education, and systematic career advancement. Women who were successful in managerial and executive roles acknowledged that much of their success was related to having had a mentor or "father-like sponsor" early in their careers (Henning and Jardim, 1977). It is generally affirmed that women have to make greater effort to secure mentors, and that they need to be more willing to serve as mentors for younger women entering their businesses and corporations. (Women finally get mentors of their own, business Week, 1978).

In 1982 the student affairs personnel at the University of Minnesota completed a survey of comparative views of mentoring which had appeared in research studies. They were setting up a training program for a competency-based leadership program for students in which the student-mentor relationship was to play a large role, complementing student-peer and student-faculty

relationships. The program designers devoted considerable effort to understanding the mentoring role in non-adademic contexts, and attempted to translate and describe it for the staff members who would be acting as mentors in that collegiate setting.

The following chart (Table 1), taken from the Minnesota study, summarizes the various interpretations of the mentoring role:

Table 1

SUMMARY OF RESEARCH ON THE ROLE OF MENTOR

Author/Researcher Types of Study	Definition/ Dimensions	Continuum/ Stages	Frequency of Mentoring	Availability of Relationships	Outcomes
1. Kanter (1977) Study of a major corporation	Sponsors: teachers or coaches who make introduction or train a younger person person to move effectively through the system, fight for the person, bypass the hierarchy, and give backing		No indication of commonness in the organization	Leaders tend to promote the careers of socially similar subordinates Reasons for women acquiring a sponsor may be different than for men.	Aid the mobility of executives by fighting for the person, by allowing the protege to bypass the hierarchy and by providing reflected power
2. Dalton, Thompson, Price (1977) Interviews with Professionally trained adults (550) in 13 organizations. Dalton,Thompson (1981)	Mentor: learns to take care of others, directs subordinates while allowing freedom to explore, takes responsiblity for someone else's output, derives satisfaction from seeing apprentices become independent. Sponsor: In a position to influence direction of the organization and of others's careers.	Stage I: Apprentice Stage II: Colleague Stage III: Mentor Stage IV: Sponsor	67% in apprentice stage are mentored	Women have a more difficult time finding mentors during the apprentice stage, and it is harder for them to move from the apprentice stage.	If individuals serve as mentors, they are ranked higher by their supervisors. Mentors can provide training, knowledge of the informal system, challenging job assignments, visibility promotion and job mobility.
3. Shapiro, Haseltine & Row (1978) Speculative, review of literature	Mentor is at one end of a spectrum of individuals in advisory/support roles who facilitate entry and mobility for their proteges. Mentor is most intense and paternalistic of patrons.	Mentor Guide Sponsor Peer Pal Patron System	"Not everyone will choose to be or will be chosen as a protege."	Women often lack mentors or sponsors; should focus on multiple partial role models	
4. Levinson (1978) In-depth interviews over 2-3 month follow-up interviews two years later	Teacher, sponsor, host and guide, exemplar. Provides counsel and moral support in time of stress. Supports and facilitates the realization of the dream. Has intensity of a love relationship. Duration of from 2 to 10 years.	Early Adult Transition: Early Adult Era, Entering Adult World, Age 30 Transition, Settling Down, Becoming One's Own Man; Mid-Life Transition;Middle Adult Era, Entering Age 50, Transition Culmination; Late Adult Era.	"...mentoring relationships are more the exception than the rule for both managers and workers." No indication of total numbers in sample.	"There is some evidence that women have even less mentoring, male or female, than men."	"Invites and welcomes into adults' world,represents skill, knowledge, virtue, accomplishment. Gives his blessing to the Novice and the Dream. Promises peership, forms an internal figure who offers love, admiration, offers encouragement.

Author/Researcher Types of Study	Definition Dimensions	Continuum/ Stages	Frequency of Mentoring	Availability Mentoring	Outcomes of Relationship
5. Collins, Scott (1978) Interviews with three Jewel executives.	Executive responsibility involves assisting sub-ordinates to be successful. Boss is first assistant to those who report to him.		Each MBA trainee at Jewel is assigned to an officer as a protege.		Everyone who makes it has a mentor.
6. Cameron (1978) Questionnaire of 69 males and 64 females, higher education faculty	Elements of sponsorship for faculty as graduate studens: 1. financial support 2. work on sponsored research projects 3. dissertation funding 4. early collaboration or publishing 6. first job placement		Those at research institutions have significantly higher mentoring scores on all sponsoring factors.	"Most of the success-ful women in this study had a strong encouraging sponsor."	Those who were highly sponsored are those who enter research institutions and are the more successful scholars relative to those in comprehensive universities
7. Roche (1979) Questionnaires from 1,250 executives from Wall Street Journal	"At any stage of your career have you had a relationship with a person who took a personal interest in your career and who guided or sponsored you?"		6 in 10 had an average of 2 career helpers. 70% gained a mentor during the first 5 years of work.	Less than 1% of sample women, all responding had mentors, 70% were male. The younger the executives, the more likely to have a mentor.	1. Higher compensation at younger age. 2. More likely to follow career plan. 3. More satisfied with work. 4. Do not consider having a mentor, an important ingredient to success.
8. James Clawson (1980) Speculative; report of Superior-subordinate relationships in an insurance company	A person involved in both the career and the life of the protege. A single person playing several roles 1. Mutuality of involvement 2. Comprehensiveness of	Life mentor Career Mentor Coaching relationship Role Models Influence	Life mentor rare Career mentor more common Coaching or Superior-subordinate more common still.	Probably too much emphasis on mentoring not enough on other developmental rela-tionships.	Effective developmental relationships: 1. role complementarity 2. respect 3. trust 4. consistency 5. being informal 6. openness with information 7. optional intimacy 8. frequency of interactions 9. getting a larger perspective

Author/Researcher Types of Study	Definition/ Dimensions	continuum Stages	Frequency of Mentoring	Availability of MEntoring	Outcomes of Relationships
9. Anderson, Devanna (1981) Matched sample of 40 men, 40 women, questionnaire based on Shapiro, et.al.	Mentor: intense paternalistic relationship, role of teacher and advocate. Patron:an influential person who helps advance Sponsor: less powerful than patron Guide: can explain the system but not usually a champion Peer Pal: same level as yourself with whom you share information, strategy, mutual support		Men / Women Mentors 33% / 38% Patrons 20% / 40% Sponsors 28% / 35% Peer-Pals 23% / 25%	Women and men have the same access to career helpers. Women have both male and female helpers, Men have mainly male	Though starting at non-significant differences, women earn 14,000 less, so mentors are not a crucial variable. (Problems in average salaries)
10. Fitt, Newton (1981) Interviewed 30 women managers in 27 companies and 13 male mentors	"mentor watches out for me, and holds me up to other people."Provides information, offer encouragement, "sell," the protege , give stamp of approval, counseling.	1. Early career-give legitimacy 2. Next decade-building her career	24 out of 30 women managers had male mentors	Perceptions of sexual involvement must be dealt with Mentoring relationships more available in corporations with MBO and career planning programs	Male mentors indicate higher standards for female proteges vs. male proteges due to high female visibility women with mentors were paid more, and were younger than the 6 women who did not have mentors.

Mentoring Role In Higher Education

As the process of mentoring has been adapted to higher education, it has been used to express the changing relationship of faculty members and student development educators with students; mentoring in academia is an enhancement of the role of academic or co-curricular advising. It takes on the personal dimension of non-judgmental, non-directive listening, affirming and challenging. The relationship is one of informal, continuous caring which provides for real personal encounters between the students and the persons who are serving as mentors.

A formal definition of mentoring has been offered by Lester and Johnson (1981):

> Mentoring as a function of educational institutions can be defined as a one-to-one learning relationship between an older person and a younger person that is based on modeling behavior and extended dialogue between them. Mentoring is a way of individualizing a student's education by allowing or encouraging the student to connect with a college staff member who is experienced in a particular field or set of skills. The relationship has formal and informal aspects... . What seems to confirm a mentoring relationship is its informal dimensions, which give greater significance to the contact between the two persons involved. The student must have respect for the mentor as a professional and as a

human being who is living a life worthy of that respect. The mentor must care enough about the student to take time to teach, to show, to challenge, and to support. In some elusive fashion, the mentor must embody values, aspirations, wisdom, and strength that the student respects and perhaps wishes to attain as well.

Mentoring, as it is now described in higher education, has four main conceptualizations:

1. as an enriched version of academic advising, as in those colleges which are adopting models of developmental advising (Mary College, 1981; Canisius College, 1981);

2. as facilitation of special-projects, as in many of the existing development portfolio projects (College of Saint Teresa, 1981; University of Nebraska, 1981);

3. as coordination of co-curricular activities or leadership opportunities (University of Minnesota, 1980); and

4. as guiding tutorials, learning contracts and independent research projects in students' major fields. (Empire State College, 1981).

In all of these actualizations of mentoring, the role is complex, interactive and personal. Cross, in 1976, studied the skill classifications in the Dictionary of Occupational Titles, and found that the role of mentoring was the most complex one listed in terms of its required interpersonal skills. DeCoster

and Brown (1982) provide a table which lists descriptive statements about the comparable roles of instructing, consulting, and mentoring. See Table 2, below. They note that "Descriptive words relating to instruction tend to be prescriptive (presents, elicits, trains, conducts, and tests) while the descriptors for consulting are more facilitative (recommends, explains, assists, guides, and listens). The role of mentoring includes both facilitative and prescriptive functions, encompassing a broader educational relationship with students which transcends both cognitive and affective educational variables." (DeCoster and Brown, 1982). Cross (1976) noted, as well, "Mentoring involves dealing with individuals in terms of their total personality in order to advise, counsel and/or guide them, and this seems a necessary interpersonal skill for many college faculty members today."

Table 2

Some Descriptions for Roles that Require Interpersonal Skills

Instructing

- Listens to opinions and ideas
- Presents lectures
- Elicits and discusses theories and practices
- Trains others in effective and cognitive and role-playing techniques
  to teach subject matter
- Conducts seminars and workshops
- Illustrates theories and principles through explanation and example
- Tests and assesses knowledge and understanding of the problem-solving process
- Answers questions
- Points out similarities and differences of viewpoints
- Makes inferences about the cognitive behavior of others

Consulting

- Gives information and ideas based on experience and training
- Recommends content and methods of training
- Gives ideas to define and clarify procedures and product specifications
- Informs on details of working out objectives
- Gives advice
- Explains content of programs
- Assists in working out of plans
- Guides implementation of plans
- Meets with, listens, discusses, and answers questions to resolve problems and promote cooperation
- Makes suggestions to reduce resistance and sharpen understanding of program goals
- Recommends alternative courses of action

Mentoring

- Listens
- Asks questions
- Reflects back feeling and informational responses
- Guides conversation
- Diagnoses and evaluates feelings and information
- Feeds back diagnoses
- Makes suggestions
- Prescribes treatments and approaches to solving problems
- Instructs: presents information, explains, gives examples
- Forecasts possible outcomes, predicts consequences of alternative courses of action
- Motivates
- Persuades and influences in favor of a point of view
- Provides feedback and evaluation of progress
- Makes new suggestions based on new information or circumstances.

(Breen, Donlon, and Whitaker, 1975)

Theoretical Bases for Successful Mentoring

The success of the mentoring relationship depends upon the match of the developmental stages of the mentor and the mentee--their ego identity, their self-esteem, their intellectual and ethical development. Natural mentoring relationships arise in response to needs of both the participants, and their satisfaction for both parties appears to be related particularly to the self-awareness of the mentor as a mature human person. The successful mentor has engaged in her or his own developmental crises successfully and is conscious of the adaptations he has completed to manage these crises.

In attempting to clarify the developmental theories which help to enable one's understanding of the mentor-mentee relationship, Thomas, Murrell and Chickering (1982) have identified psychosocial, cognitive-developmental and social learning theories which provide a meaningful basis for interpreting these roles. They see Perry's (1970) stages of intellectual and ethical development, Bandura's (1971) social learning theory and concepts of modeling, and Erikson's (1968) psychosocial tasks (with emphasis on generativity), as particularly significant. All of these theories can be related to the presence of conflicting values, attitudes, and intellectual conceptualizations in the mentor-mentee relationship, differences which are potentially as able to

suppress growth as to facilitate it. The basic direction of change in the mentoring relationship -- the mentee taking on more mature behaviors -- is highly related to her or his ability to perceive alternative intellectual conceptions for behaviors, being able to observe and internalize functional adapting behaviors, and experiencing his mentor as generative in the sense of facilitating growth and bestowing competency rather than as a clutching, cloning, and self-reproducing individual.

Cognitive Development Theory of William Perry

William Perry's theory of intellectual and ethical development is a stage theory, and as such, is based on assumptions about the nature of human growth. He postulates that the thinking (and behavior) of individuals depends on their patterns of responding to stimuli, of organizing information into concepts and images, of arriving at principles and modes of synthesizing experience. He assumes, also that these information-organizing patterns change in a predictable, relatively invariant sequence, with the individual adopting more complex organizational strategies as s/he moves through the developmental continuum. Finally, s/he asserts that this development occurs as a response to the person's readiness and as a function of his environment. The key stimulus for a person's move along the developmental continuum is her or his perceived dissonance with his environment -- the extent to which

his current information-organizing patterns do not enable her or him to deal with present situations. In those dissonant situations, the person is forced to 'stretch' her or his current thinking and experiment with unfamiliar adaptive strategies.

Perry's model of intellectual and ethical development consists of nine positions which are grouped into four large stages -- Dualism, Multiplicity, Relativism, and Commitment in Relativism. Thomas, Murrell and Chickering (1976) describe the application of the theory to the process of mentoring:

> In these all-too-brief descriptions of Perry's nine positions, the mentor's and mentee's intellectual and ethical positions are to be located. Perry (1981) notes "the development we have traced in college students reveals itself now as 'age-free' (p. 97). Thus, we can expect the intellectual and ethical development of students, faculty, staff, and administrators to be described by these positions. In the ideal mentoring relationship one might hope the mentor has arrived at and is currently functioning at Position 9, commitment. Thus, the mentor will have achieved a self-creted role and be involved in expanding it, know who she is and how she affects other people, places, and things, and be ready to encounter risks to her self-esteem in achieving full potential. (Knefelkamp and Slepitza, 1976)...

Assuming the mentor is functioning intellectually and ethically from a position involving emerging commitments in her interaction with a variety of potential mentees, she needs to be acutely aware of their relative intellectual and ethical positions or the ways in which such persons derive meaning from their worlds. Perry, in common with other cognitive theorists, postulates that intellectual and ethical growth proceeds most efficaciously when a person is exposed to or stimulated by environmental challenges which are one stage beyond the person's present stage of development. Too much dissonance or challenge would be too great to asssimilate. Too little challenge, even with much support, would result in no growth. Indeed, a person may even fixate or stagnate by virtue of the particular mix of challenge and support. For instance, the mentor in dialogue about chosing a major with a mentee who is dualistic in thinking, may prefer speaking about various alternatives, weighing consequences or pros and cons of each possible major, while the mentee wants the mentor simple to tell him, based on the mentor's expertise in these matters, what major to chose. We can anticipate that the mentee will be confused, rather frustrated and possible angry, and might seek a person who will tell him what to do. A more appropriate mentor resonse would be to pose

perhaps two alterntives, encourage active exploration such as interviewing professors in those majors, and frequent follow-up discussions of the findings from those interviews.

Bandura's Theory

Understanding and appreciation of the role of the mentor as model is supported by consideration of Bandura's (1976) social learning theory. This theorist contends that modeling is an indispensable aspect of learning the kinds of behavior whose suitability is conveyed by social clues. He interprets modeling to include the constructs of identification and imitation and identifies three major effects for this process:

1. Observational learning effects.

These effects are those which result when the mentee deliberately matches the behavior of the mentor as s/he studies it, and later adapts it in novel ways that fit in with her or his established pattern of behaviors.

2. Inhibitory effects.

These effects occur when the mentee watches as some actions of the mentor produce undesirable consequences for the mentor. This can result either in the mentee's decrease in imitation of the mentor's behaviors or in general lessening of responsiveness to the mentor's influence. The modeling relationship could also have disinhibitory effects, those in which a mentee reactivates

behaviors s/he has abandoned because he observed the mentor engage in them without adverse consequences.

3. Response facilitation effects.

These effects are those which strengthen the current behavior of the mentee; they are not new behaviors s/he experiments with after observing them in the mentor, nor are they ones with negative consequences which s/he should be prompted to abandon. There is opportunity, for this class of modeling effects, for the mentor to provide deliberate positive support to the mentee finding initial success in trying unfamiliar behaviors.

Bandura points out that new behaviors appropriated from the model are not imitated nor adopted indiscriminately. They are experimented with in safe situations, tried out with peers, classmates, faculty and other adult figures, and then are adapted to fit the peculiar set of behaviors with which the mentee is already comfortable. He weighs the advantages of the behavior s/he observes in the mentor, and examines them in terms of ideal concept s/he has of herself or himself at the present moment. The actual choosing to adopt or adapt the mentor's behavior is usually quite self-conscious and discriminating. Thomas, Murrell, and Chickering assert that if the mentoring relationship is healthy, then the mentee is indeed learning and reproducing the modeled behavior of the mentor in a conscious and selective fashion.

Erikson's Theory

The psycho-social developmental theory of Erikson has been treated comprehensively by Browning (1973) for the stage of generativity -- the major developmental task for adulthood. Generativity is the developmental issue for healthy adults; they are concerned about establishing and guiding the next generation based on their own general competency in dealing with the world and on their hope for the future (Browning, 1973). A mature adult in this developmental stage may be characterized by an ability to trust other persons, to give them credit for good intentions and for ability to grow, as well as by personal autonomy and self-motivation, and by industry and competence. Of these, the qualities of comfortable self-identity and competence are those which are of particular importance to the mentee. Thomas, Murrell and Chickering (1982) find the mentor's self-awareness of her own generativity to be a crucial ingredient for the successful establishing and maintaining of a good mentoring relationship:

> ...Competence is a critical issue for young adults, and, thus, building and maintaining a relationship with a mentor who has a clear sense of her own competence in the intellectual, physical, and interpersonal realms will provide an excellent opportunity for guidance on the issue.
>
> Possessing a "viable identity (the question of who one

is) and a discernible style of fidelity (the question of whom one can trust)," the generative person "can also present himself as one who can be trusted, just as he can help guide others to their own discovery of that which is worthy of their commitment and loyalty" (Browning, 1973, p.193). The mentor, who has achieved a "workable" identity and a sense of what is trustworthy in herself and in her life, thus brings to the mentoring relationship a clear, congruent personality which the mentee can quickly experience and derive meaning from in clarifying his own identity. The mentor who is acutely aware of who she is and is quite accepting of and comfortable with herself appears to be capable of freely entering into a mentoring relationship with a trusting rather than a suspicious of defensive stance. This comfort level associated with self-acceptance can encourage a measure of comfort in the mentee, thus enhancing the potential of the mentoring relationship.

From this short consideration of theories relevant to mentoring, as well as from the research findings about its existence in practice, it is clear that this relationship is fundamentally informal, but also dynamic. It appears that mentors selected by mentees are preferable to those assigned to them, and that a self-awareness about the mentor role is very

desirable for those who engage in it. It seems clear that the mentoring relationship is beneficial to both the mentors and the mentees -- that both of them change, adapt and grow as they enter into and persist in that relationship. It appears, also, essential for both the mentor and the mentee to honor the transitory nature of their interaction, so that the mentee, in particular, is free to move on to new arenas for growth, possibly new tasks and new mentors.

Exemplory Mentor Training Programs Associated With Development Portfolio/Transcript Programs

Of the twenty colleges and universities identified in the Student Development Transcript Clearinghouse (University of Nebraska) as having established development portfolio/transcript programs, a few have initiated formal training programs for preparing faculty and staff to serve effectively as mentors. Of these, elements from the programs at Canisius College, Eckerd College, Andrews University, Pacific Azuza College, and the College of Saint Teresa will be described here.

Canisius College

At Canisius College (1981), the mentors are solicited from faculty, staff and administrators, and work with all types of new students. They are a widely heterogeneous group, and they engage in the training program as study of a Mentoring Manual. The training program for the mentors at Canisius points out the outcomes and opportunities which the program offers to them:

1. To enjoy a professional development experience and to practice and develop affective skills to complement cognitive skills.

2. To generalize from the experience and expand instructional innovations beyond the Mentoring Program into the classroom or administrative setting.

3. To learn more about students, the College, and services

and resources available.

4. To participate in a joint undertaking involving adminisrative and faculty personnel which will reduce real and imagined barriers and enhance relationships between faculty and administrators.

5. To become more sensitized to the needs and problems of students, particularly new students, and to share in accomplishing the task of humanistically supporting those students.

6. Through contact and interchange with a small group of young people, to become reviatlized and rejuvenated regarding the purposes and missions of higher education and of Canisius College (Canisius College, 1981).

The specific topics addressed in the Mentoring Manual, and in the training sessions for mentors, are these:

A. Instructional Techniques

B. Effective Group Process

C. Role of Discussion Leaders

D. Pointers for Discussion Group Leaders

E. What to Look for in Groups

F. Basic needs of People in Groups

G. On Making Successful Discussions

H. Functional Roles of Group Members

I. Feedback

J. Characteristics of Effective Feedback

K. Faulty Assumptions About Listening

L. How to Diagnose Group Problems

M. When Persons Will Not Discuss

N. Counseling and Referral (Canisius College, 1981)

This mentoring training program is delivered as four sessions by the Dean of Students; his office also supplies all support materials for the mentors and conducts the evaluation for the program. The evaluation summary for the 1980-81 school year reported that the students who had been randomly assigned to mentored groups had significantly higher grades than corresponding non-mentored students. In addition, only 2.7% of the mentored students left school after their first semester, whereas 10.6% of non-mentored pfreshman withdrew. The ongoing monitoring of the mentoring program at Canisius College appears to verify consistently that students assigned to mentoring groups perform better than non-mentored students, and that the mentoring program is generally having a positive impact on students (Brickman, 1981).

Eckerd-College

Mentorship plays a key role in the entire academic structure of Eckerd College (St. Petersberg, Florida,1981). Because there are virtually no required courses for students, they need considerable assistance in designing their own

approach to their intellectual and personal development. Mentorship was created at this college to provide for a much broader faculty relationship with students than they had had in the previous academic advising relationship. Mentors are seen to care for the students as whole persons and specifically to help them develop individual abilities through liberal arts education. Mentorship is intended to give deliberate and human shape to the assumptions that already motivate the Eckerd community:

1. that a liberal arts college is an environment in which a student develops as a entire person;

2. that in a context of total learning, faculty and students can enjoy a rich personal association;

3. and that the wisdom (not just the schooled knowledge) of the faculty is the primary agent for assuring that the college does, in fact, make a difference in the lives of its students.

The Mentorship training program at Eckerd college is intended "to shape an imaginative Mentorship in which the wisdom, integrity and personal style of each Mentor can be most effectively used" (Eckerd College, 1981). The training program there operates through lunch seminars during the Spring Term and then through a two-week period of full-time study in the early summer. This formal training for the Mentorship Program has

three major purposes:

1. To present the faculty participants with a total picture of Eckerd College. Each mentor will acquire specific information about each academic program, about the social environment and living situation on campus, and about such procedures and services as admissions, independent study, off-campus study, counseling, and career guidance.

2. To offer the faculty participants additional tools for discerning student attitudes, deficiencies, and concerns in order to asssure continual student growth. Mentors will be exposed to a wide range of student experiences and pressures. Each mentor will also be expected to read extensively during the training program in the area of higher education and human personality.

3. To expose the participants to different approaches to teaching and learning.

The topics in the intensive two-week training program for the mentors are many and varied. They include an overview of the mentoring role, interviewing, sensing danger signals from students, values clarification, problem-solving, time-management, communication and consciousness-raising, creative listening, support of spiritual needs, career planning, addressing specific grievances and morale problems, developing a philosophy of education, and developing practical aids for

mentoring.

Andrews University

The training program for mentors at Andrews University (Berrien Springs, Michigan) is planned to update faculty members who have had experience as traditional academic advisers and who are planning to serve in the expanded mentor role. The overview of the new role is presented as this comparison with academic advising:

MENTORING

A mentor is a "wise and faithful guide and friend." A mentor, traditonally, would be someone selected as a personal model due to a special characteristics, philosophical orientation, or expertise. For the purpose of the pilot study, the mentor-student interactions will be initialed by the faculty member in an informal, mutually agreeable process.

A mentor is differentiated from an adviser or a counselor in several ways even though there are similarities in goals.:

(1) The mentor's approach is more proactive than responsive which reflects a deeper sense of responsiblity for assisting the student's development.

(2) The mentor's interest in the student's development is broader in scope than the academic adviser, and longer in

continuity than the counselor.

(3) The mentor's involvement in the relationship is more complete as functions include: assessing developmental status, establishing holistic goals, prescribing learning experiences, recording/evaluating student progress.

(4) The mentor's unique and interactive role allows the student optimum feeling of candor and spontaneity to choose or act in ways different from those suggested by the mentor (Andrews University, 1981).

At Andrews University the training sessions for faculty preparing to act as mentors is held well before the period of service begins. Also, the mentors are used to assist the students who participate in the development transcript project there.

Pacific Azuza-College

At Pacific Azuza College (Azuza, California), the mentoring workshop is in conjunction with their well-known Passages Program. The Passages Program is a five-day wilderness experience, a walkabout, which provides a concentrated stress-filled encounter with many of the problems that face human persons as individuals. The goal is to get students excited about their education, to experience the rewards of self-investment and to establish a life-long pattern of problem-solving. To engage in the experience, each student

selects a faculty of staff person for the spring semester preceding the August in which the five-day experience is scheduled. Together they investigate the student's needs and future aspirations. The mentor serves as an advisor, counselor, friend and one who holds the student accountable to be all s/he can be.

Following is the brief handout of the workshop which provides faculty with the skills to support students who participate in the walkabout within the Passages Program of Azuza Pacific College.

THE MENTORING WORKSHOP

Mentor - Wise and faithful teacher, guide and friend, monitor and advisor.

Daniel Levinson - The Authoritarian Personality

- The Seasons of a Man's Life

Ages 17-33 4 stages (Men)

1. Defines dream of adult accomplishment
2. Finds a mentor to guide him
3. Develops vocation
4. Opening to new intimate relationhsips

Mentor is often just a few years older than the individual

- has greater experience
- multifaceted relationship
- not parent, not peer

Process is key:

1. mentor believes in the person - no need to prove herself or himself to mentor
2. Able to share in person's dream and feelings of moving toward it.
3. Giving the dream his/her blessing
4. Relationship often deals in definition of dream
5. Creates space (time out) for person and time to process life.
6. Transitional figure in another's development - guide and processor
7. There is an end to the relationship. This may just be a redefinition of the relationship.

Consulting relationship -- task-oriented

Mentoring relationship -- person-centered

(Azuza Pacific College, 1981)

The role of mentor is complex and very interactive. It requires the ability to be both challenging and affirming, to listen well and to share one's own person. A good mentor is able to serve as a role model with self-awareness, and to admit to one's own ongoing human development

The shift from the roles of academic adviser and counselor into the enhanced mentor role calls for flexibility on the part of faculty members and staff members who are volunteering in this new service, and they generally appreciate in-service experiences which provide them with theoretical insights and realistic practical expectations.

Most of the colleges and and universities which are currently developing model programs in development portfolios and transcripts do not document systematic training programs for their new mentors. Of those that do, the training experiences focus on listening skills, the facilitation of students' decision-making and life-planning, and on promoting students' ownership of their own development.

An indirect institutional benefit of this innovation for many colleges is the increased collegial, mutual, respect of faculty and student affairs staff members for one another. In working together on supporting student development in these new portfolio/transcript systems, they come to ackowledge that their

territories are not so different after all; they begin to appreciate the fact that they have one common territory -- the student... .

Summary

This chapter has included a review of the literature on role of mentoring, both in the corporate world and in the world of higher education. It has also summarized three theoretical bases for successful mentoring--the ehtical-intellectual development theory of Perry, the social learning/personal modeling theory of Banduar, and the generativity stage of Erikson's psychosocial theory.

The chapter has also summarized the dissemination literature of several colleges which employ mentoring, and systematic mentor training programs, as integral components for their development portfolio/transcript programs.

Chapter Three will include descriptions of the two major components of the developmental intervention for college students to which this study is addressed--the development portfolio/transcript program at the College of Saint Teresa. The treatment will present protocol materials designed and used with the evolving program over a four-year period, along with a history of mentee/mentor participation in the project. A summary of ongoing evaluation of the portfolio/transcript program will also be included in Chapter Three.

CHAPTER THREE

THE DEVELOPMENT MENTORING/PORTFOLIO/TRANSCRIPT PROGRAM AT THE COLLEGE OF SAINT TERESA

The Mentor Training Program

Mentors at the College of Saint Teresa interact primarily with students involved in some aspect of the Development Portfolio Program -- they may be keeping reflective journals, completing participation logs, designing special-interest growth contracts, or compiling development transcripts. They are not all serving as academic advisers, and they may be staff members or administrators as well as faculty. In the mentor role at this college, the mentor relationship is a one-to-one interaction with each student; therefore the mentor training does not involve sessions on group dynamics and maintainence, or on updates of information to be used in advising students. The session are designed to raise consciousness about the listening, non-directive but challenging, affirming role of the effective mentor.

The overview of the Development Porfolio/Transcript Program is presented in the first session of the training program:

SESSION I: Context of the Program

a. Principles of Intentional Development Education

b. Intentional Development in an Outcomes-Based Setting--the CST Desirable Characteristics of a Liberally

Educated Person

c. Integration: The Student as the Primary Agent of Integration of Her Own Experience

d. Institutional Support: Integration and Interfacing of the Three CST Delivery Systems -- Academic Affairs, Student Affairs, Pastoral Team

e. Components of the CST Development/Transcript Program -- Papers and Processes

The second session of the mentor workshop is devoted to providing insight about the particular form which the development portfolio and transcript have taken at the College of Saint Teresa. The project is traced through five years of design and pilot-testing phases, and findings about the reception to the experimental forms are shared with the new mentors. The outline for this background session is this:

SESSION II: Background of the CST Development Portfolio Program

a. 1979-80

Open invitation to students to participate; mentors selected by students; mentors shared experiences and insights iin support group. Evaluation: students were very responsive, but freshmen and more diffident students found it difficult to approach faculty and staff members to request them to serve as mentors. Both mentors and students made suggestions about the process and the materials provided.

b. 1980-81

The program located in the Student Development Office for the year, and the Director of the Office was available to students but did not act as an advocate for the project. Very few students participated in the portfolio project, although a few completed development transcripts for inlusion with their placement papers. Evaluation: the students needed much more motivation and information about the program, and more confidence about seeking out mentors, than was provided by the arrangement of non-advocated opportunity.

c. 1981-82

A selected group of faculty members volunteered to experiment with acting as portfolio advisers within their role as academic advisers, inviting some students from each class to participate in the program. Evaluation: affirming response by those who participated, but one academic division did not carry out the pilot study; students who were not invited to participate felt neglected and wished to have the portfolio experience generally accessible to all students.

d. 1982-83

Resident Assistants all engaged in growth contracting as part of their inservice and skills training experience; other students were invited to participate and to seek their own mentors for their projects. Evaluation: The portfolio experience was

judged to be a better development activity than the previous one-credit training workshops for resident assistants; not many students began their projects early enough in the year to complete documented projects. Most students appear to need more proactive challenge from their mentors, and specific awareness of the time management skills required to take ownership of their participation in the portfolio project.

The papers (materials) and processes for the various aspects of the portfolio project are presented in the third session of the mentor workshop. Often this session is joined to the second, since it does not take long to present an overview and history of the project.

SESSION III: Portfolio/Transcript Materials

1. Portfolio Cover
   a. Checksheet of completed course and graduation requirements
   b. Participation/Involvement Record
   c. Record of Completed Development Projects --
      Toward a Development Transcript
2. Chart Recording Growth in Specific Desirable Characteristics
3. Student/Mentor Assessment of Development in Desirable Characteristics
4. Sample Contracts for Personal Growth Contracts
5. Sample Development Transcripts
6. Forms for Designing Development Projects

The fourth session of the mentor training experience is a simulation in which the mentors go through the process of helping a student design a growth contract with themselves. They work, either on a contract themselves, or work in pairs in the simulated mentor/student relationship.

SESSION IV: The Process for Designing Personal Growth Contracts

1. Assessment -- student self-assesment and mentor/mentee shared assessment to determine the student's present level of development in the characteristic she wants to develop. (Mentors are introduced to the various assessment instruments available to the students: The Student Developmental Task Inventory, The Educational Outcomes Inventory, the Myers-Briggs instrument, self-assessment checklists, and interviews with the mentor.)

2. Goal-Setting -- narrowing the project to specific objectives which are realistic for a single growth project. Information is provided the mentors on models of decision-making and goal-setting, and on time-management and time-estimation skills.

3. Strategies -- use of college and community resources, planning of individualized activities, use of summer and student work situations.

4. Implementation -- use of check-back methods, documentary and reflective journals, periodic reality-checking with the mentor.

5. Assessment -- centered on the student's self-evaluation of her own progress, her own sucess, and her own insights. The collaboration of the mentor and the student in the assessment process is to enhance the student's ownership of her own growth and her own responsibility for it.

The last session of the mentor orientation is devoted to clarifying all aspects of the portfolio process, and to introducing the development transcript. The mentors, by the time this is scheduled, have had initial experience with their mentees and are able to share directly with one another useful procedures and suggestions which help to provide flexibility in the process. During this sharing it becomes evident the the process of mentoring in the portfolio context allows for a great deal of flexibility for both the mentors and the students.

SESSION V: The Development Transcript

1. Specific mention of the focus of each development project summarized in the transcript, including the specific objective for the project.

2. List of the major activities in which the student participated in order to achieve the objective.

3. Description of the specific abilities developed or increased as a results of involvement in the project.

4. Narrative comments by the mentor, supporting the demonstrated outcomes of the project (or other appropriate

remarks related to the student's involvment in it).

5. Student signature and mentor signature. (The mentor signature is at the invitation of the student, as are the mentor comments, described in 4, above).

These five sessions of the mentor training program are scheduled according to the availability of the prospective mentors. They may be conducted as a series of bag lunches, as two afternoon workshops, or as an extended afternoon/evening study period. All three of the formats have been well received by faculty and staff preparing to serve as mentors; what seems essential is that the training is experienced as a group rather than as individual coaching, and that is include some form of simulation in which the new mentors actually feel what it is like to identify a growth objective and try to design a contract with themselves to achieve it.

A supplementary set of guidelines has been prepared as a handout, to provide a frame of reference about the process of individual mentoring which the faculty and staff members can refer to as they experiment with this new role. An abbreviated form of the mentor guidelines is presented below.

THE DEVELOPMENT PORTFOLIO/TRANSCRIPT PROGRAM

The development portfolio/transcript which has been designed for College of Saint Teresa students has been developed during the four-year period 1979-83. During that time a planning committee devoted themselves to study of theories of student development, created experimental forms and procedures, carried on careful pilot testing, and communicated exptensively with other liberal arts colleges in two networks of innovating institutions--the Development/Transcript Clearinghouse network and the colleges who were participating in the QUE Project sponsored by the Council of Independent Colleges.

The College of Saint Teresa Development Portfolio Program is described in this section of the report. The experimental forms of the project, and the corresponding pilot evaluation of those forms, are summarized for each of the four years of the development period. A description of the final, institutionalized form of the Development Portfolio Program concludes the report.

Year 1: 1979-80

During the Winter and Spring Terms of the academic year 1979-80, volunteer faculty and students engaged in a pilot program to explore, and experiment with, several versions of a developmental transcript program. All versions of the program had the goal of enabling students to exercise responsibility for

planning and documenting their own growth and development within and beyond formal classroom activities.

A task force of four faculty and Student Affairs staff members developed, during Fall Term, a set of tentative materials and procedures for the program and held several informative sessions for both faculty and students. The materials were presented as options from which each student could choose the ones she felt might be most beneficial for her. The materials included the following:

1. A self-evaluation checklist, with items taken from the Desirable Characteristics list.

2. A file folder and form to record student activities and self-initiated growth projects.

3. A list of the formal co-curricular programs sponsored by the College.

4. A set of sample (fictitious) growth contracts to illustrate the variety of goals which could serve as the source of self-initiated developmental projects.

5. A set of contract sheets to be used by students who wished to design their own growth projects.

6. An outline of a suggested procedure which a student could follow if she wished to formulate a developmental project and/or invite a faculty or staff member to be her mentor for the pilot program.

Fifty-five students volunteered to participate in the pilot program for the developmental portfolio/transcript. Of these, 39(70%) elected to work with a mentor. Each of these students invited a faculty or staff member, or other esteemed adult, to serve as her/her mentor. All students were free to select as many of the program options (mentor, growth contracts, self-evaluation, developmental transcript record) as they wished. Moreover, each student had a number of options for documenting her progress:

1. She could simple keep her activity record, her self-evaluation, and/or her developmental contracts.

2. She could record and verify, by her own signature on a developmental transcript, her growth experiences.

3. She could ask one or several persons to vouch, by their signature, for the growth she recorded on her developmental transcript.

4. She could seek as her mentor an adult to help and support her in forming goals in personal growth; to help in evaluating her progress toward these goals; and to vouch in some detail, on a developmental transcript, that she had indeed acquired the characteristic(s) outlined in her goal.

Most of the student volunteers participated in the pilot program from December through May, and some shared their experiences with the College community on the all-college study

day held in April.

All but five of the students persisted in the pilot phase of the program, and each of the 'experimenters' was interviewed by a member of the task force as the means of carrying out the formative, illuminative evaluation of the project. The questions in the structured interview were intended to solicit student feelings and reactions to the experience, and to generate ideas about the most fruitful future structuring of the program as an option for all students. In the interview, each faculty or staff member included these questions:

1. Did you formulate a growth project?

2. If you decided not to pursue a growth project, work with a mentor, or complete a transcript, what influenced you to drop out of the project?

3. Did you have a mentor?

4. Describe the process (if any) which you and your mentor followed.

5. Did it take you some time to begin moving on a growth project? Did you work consistently or in concentrated short periods?

6. Did you find resources you hadn't known about?

7. Where are you? Have you grown? What do you see as signs of growth?

8. Do you have specific plans for continuing the growth

that has happened during the time of the project?

9. To what degree did you find a structured approach helpful?

10. Did you find the working paper format helpful? Any suggestions?

11. What were your expectations of the project? Were your expectations realized?

12. Did you experience any unanticipated outcomes?

13. What suggestions would you make for the project?

14. (For Seniors) Have you chosen to draw up a developmental transcript to send to prospective employers? Why or why not?

15. Would you be willing to share with the steering committee a copy of your project plan, journal, chart? Would you be willing to have us duplicate this copy for use in the project evaluation and report?

The evaluation interviews revealed that the students who had volunteered had generally had experiences which were both stimulating and reflective. They attested, universally, to experiencing growth, and expressed this in a number of ways. They mentioned, in particular, increased self-motivation, self-awareness, and self-esteem. Also, they were more self-confident and relaxed—in groups, in prayer, and in other types of reflective self-exploration. Some mentioned that they

had had rather startling, almost 'first' appreciation of their 'non-academic' gifts and abilities.

Most students who initiated a relationship with a mentor continued it throughout the pilot phase of the program. (Those who did not, gave reasons of time pressure or of unrealistic planning for their failure to continue.) The persisters saw their mentors as most helpful in assisting them to focus both their self-evaluations, and their growth projects, and in insisting on realistic, attainable objectives for their projects. Few of the students used the mentors to vouch formally for their project completion or for their growth, inasmuch as few of the students who were seniors included a developmental transcript as part of their official placement papers. The younger students (freshmen), reported some apprehension as they sought out and invited faculty and staff members to serve as their mentors. They indicated that the process would be facilitated by printing a list of available persons who would be amenable to the invitation to serve in the mentor role.

When asked what, if anything, they liked about the pilot program, the students indicated their appreciation of the detailed examples of growth contracts, the self-evaluation form, the activity checklist, the list of college-sponsored co-curricular activities, and the opportunity to hear other

students report on their growth projects. Some mentioned, in particular, that the opportunity to enter, on the growth contract, "Indications that I have grown in this area" was instrumental in promoting their self-reliance and self-esteem.

The students were less diverse in their responses to the inquiry about what parts of the program should be kept:

1. Most students wanted to keep the structured growth projects, even though they seemed to need specific examples before they could design their own. In fact, the freshmen would have liked more examples of long-range, large scale projects which would allow for a broad range of activities which would be accessible to them. The students specified that the projects helped them to realize the control they had over organizing their own lives, and that they helped open them to an awareness of the large number of options they actually have.

2. Some students wanted to keep the mentors in the program, but they wanted them there as an option. They felt that some students could relate to a mentor earlier, or more easily than others; and they felt that some growth projects were more amenable to mentor involvement than others. On the whole, the students had had very healthy (non-directive, but supportive) relationships with their mentors.

3. Most students were insistent on maintaining the options for independence and creativity in all aspects of the program.

Most of the seniors, especially, had a high level of self-knowledge and self-directedness, and were able to function very effectively on their own. However, even this group enjoyed meeting to exchange viewpoints and reactions about the program.

The students reported, generally, that they worked at this project in concentrated short periods of time rather than in a consistent manner. They indicated that they had had some trouble in getting started with any concrete action as they entered the program (particularly freshmen).

The students had many suggestions to make about further development of the program. Besides those already mentioned (a list of persons willing to be mentors; more examples of projects accessible to freshmen), some students suggested Winter Term as a better beginning point than either Fall or Spring Term--"You've had time to get an idea of what direction to take and you still have time to work on it."

On the other had, several students urged getting started as early as possible in the year. The participants also suggested that students have an opportunity to begin program activities relatively soon offer college entrance. They also would like to extend the project (growth contracts) to their summer work, leisure and volunteer activities. Finally, they would appreciate assistance and/or motivation to overcome procrastination in getting started with the activities specified

in their growth contracts.

The student evaluation of this pilot program reflected quite accurately the impressions of the mentors. This latter group of 20 faculty and staff members reported, generally, success and satisfaction in the pilot program; but they indicated that they did, in this initial attempt, experience some role ambiguity. They were conscientious about the non-directive aspects of mentoring, but they also had the feeling that some students were expecting them to supply the sustaining energy for the relationship. This impression was probably correct, since a number of the students indicated that they did need a push to get going and to keep working consistently.

The mentors were also concerned about the possibility of student/faculty/staff confusion about mentoring vis a vis academic advising vis a vis personal counseling.

There were very few seniors who used their developmental transcript as part of their placement papers. Therefore, the pilot program did not serve as a basis for decision-making about best ways to implement this procedure as one of the routine services of the College. But it did yield valuable insights which should enable the future director(s) to avoid pitfalls and to implement the desirable features of the development transcript/mentor system in structures that convey stability and

security to students at the same time as they require their self-determination and self-reliance.

Year 2: 1981-82

For the second year of the exploration of the development portfolio opportunity for College of Saint Teresa students, the coordinating committee recommended that the procedures and materials for students be kept the same, and that an attempt be made to find a suitable 'home' for the program. They recommended that the portfolio and transcript programs be located in the newly established Student Development Center, with the Director of the Center acting as primary facilitator of the system. Since the Director of the Student Development Center also served as Director of Placement Services, the committee reasoned that the experimental portfolio/transcript project would thrive in this natural setting.

However, the Director served as a facilitator only, and not as an advocate of this opportunity for students; she did not actively interest them in the opportunities nor provide referrals to possible mentors. Members of the committee did schedule eight meetings with students throughout the year, to inform them about the portfolio project and to invite them to participate.

The second year's experience of 'availability without advocacy' demonstrated quite clearly that students (at this

college, at least) do not have the initiative to take on and carry out developmental projects entirely on their own, either as an option for personal development or as an addition to their credential file. They especially did not want to engage in this kind of personal activity in a new center which was located in the rooms which had recently housed the Counseling Center. Consequently, the steering committee resolved to locate another home for the development portfolio project. They settled on the academic advising system as the next possible trial locus for these services.

The committee designed a third phase of the pilot investigation of the development portfolio/transcript system. This phase was to include the following elements:

1. five academic advisers, working with 15 students, using the Development Portfolio;

2. five academic advisers, working with 15 students, but not using the Development Portfolio;

3. a member of the newly established Student Development Center, working with 15 students and using the Development Portfolio; and

4. an end-of-year evaluation in which the student and advisers would assess students' growth in terms of the Desirable Characteristics.

The steering committee set up a task force to monitor the

progress of this phase of the pilot study, and to make recommendations based on the results of the evaluation. The following issues were to serve as the subject of the evaluation interviews:

1. whether the Portfolio would help focus the educational efforts of the college more directly on the students;

2. whether the portfolio, as a symbol of personal integration, would help to shift the college philosophy of 'integration' from the delivery efforts of faculty, administrators and staff to the students themselves, identifying the students as the primary agents of integration;

3. whether the portfolio would serve as a structure to facilitate academic advising and counseling, serving perhaps to save advising time rather than increase the advisory burden;

4. whether the portfolio would help validate the non-academic experience at CST as an integral component of the entire program at the College;

5. whether the portfolio would enable students' conscious acquisition of the Desirable Characteristics;

6. whether the portfolio materials gathered over a student's first three years of college would serve as resources for her "personal question" paper in Senior Seminar;

7. whether completion of a development portfolio should become a non-credit requirement for graduation;

8. whether sections of a student's Development Portfolio, along with any development transcripts s/he chooses to draw up, should become a part of required credentials in the Placement Office.

The advisers for this phase of the pilot study of the development portfolio system were selected to represent as many divisions and departments of the College as possible. They met in late summer at the end of the second year of experimenting, and engaged in a mentor-training and resource-sharing workshop to prepare for the new, third-year version of the portfolio program.

Year 3: 1981-82

During the third year of the Development Portfolio Project the selected academic advisers worked with students from all four classes. The advisers/mentors kept notes during the year as they worked with the students, reflecting on their reactions to the mentoring role and to the appropriateness of the prepared materials. The director of the portfolio/transcript program supported the group of students and mentors by personal encouragement and by the provision of supplies and materials.

The members of the coordinating committee carried out the end-of-year evaluation by conducting a focused interview with each of the participating mentors and students. The questions in the interview schedule, together with abbreviated summaries

of the mentor/student responses, are presented below:

1. How familiar are you with the Desirable Characteristics List? To which characteristics have you heard most reference?

About three-fourths of the students were quite familiar with the Desirable Characteristics List, with freshmen and sophomores showing much better command of the content and purposes of the list.

Students mentioned 'critical thinking' and 'thinking about values' far more than other items. Other characteristics mentioned occasionally, however, included autonomy, cultural awareness, and varieties of social relationship skills. (Students in the development portfolio project were much more aware of the list and its implications than were the others.)

2. Have you thought about whether you are growing in the desirable characteristics? During your time at CST, do you think you have grown personally along the lines given by the Characteristics List?

Virtually all students interviewed, both in the project and the random comparison set, have thought seriously about their growth in the desirable characteristics. Those in the pilot project named, much more specifically, the dimensions in which they had grown, claimed more intentionality about the directions of growth, and are more

aware that personal growth of students is a major goal of the college.

The students have a wide range of opinions about how much the faculty are aware of the desirable characteristics, about how much they refer to them or guide the students in them. About half the students interviewed remarked that the characteristics were mentioned during the opening sessions of courses. No students recalled that any non-class (extra-curricular) activities had been presented in light of the desirable characteristics.

3. Have any of your courses required your participation in co-curricular activities?

A wide variety of courses were mentioned, some requiring participation and some strongly suggesting it. These included courses in anthropology, sociology, liberal studies, art and music, history, psychology, world order, and the CHOICEMAKERS Series (a series of futures-oriented public events).

Have you reflected at all on whether curriculum and co-curriculum come together in your college experience?

Slightly more than half the students, from both groups, have done this. They report that they are most conscious of the connection when the faculty motivate the connection beforehand, and most of all when they know that one of

their unit or final test questions will call for their integration of what they have done outside of class with the class activities.

What are some examples of how curriculum and co-curriculum have come together in your college education?

"I was required to go to an exhibit in Freshman Seminar and I've been to every exhibit since."

"In Psychology of the Mentally Retarded I actually worked with a group."

"In Religion and the Child I consciously related the material with my own experience, and I use it in my volunteer work. American Government caused me to integrate too (pickets, marches)."

"I'm in education, and I started attending various pulbic school activities--staff meetings, and functions of local school organizations."

"I need more help to do this."

Most students mentioned the freshman liberal studies course as the one which attempted most seriously to promote the integration of curriculum and co-curriculum.

4. Have you considered any plan for self-development this year and into the future? If so, what is it?

Only about a third of the students have considered such a plan. Most of those who did were in the projects. They

mentioned efforts to improve in self-assertion, career planning, self-confidence, human aspects of development (involvement in community, knowledge of different religions, participation in local political activities). They also mentioned growth in open-mindedness, becoming more strongly Christian, leadership, authonomy, and improving academic skills. Weight loss, time management, time management and organization were also mentioned. Overall, the plans for self-develoment were expressed as relating to the desire for greater personal autonomy, self-assertiveness and self-confidence. Students in the project responded more thoughfully than the others.

5. If you've thought about personal development, do you think a guiding tool would be helpful? Would you see an adult consultant to be helpful in any specific plans you have for personal growth during your college years?

All but two of the respondents felt that some form of guiding tool and some form of adult support would be helpful. They differed in recommending these for all participants. Some think these are essential in the beginning, some like less written activity and discussion, some would like much more structure that would give them direction... .

6. Do you feel that you understand the Development

Portfolio? How did you learn about it?

Those students in the pilot project heard about the development portfolio through their academic advisers; they felt that these advisers really understand what it is and that they are able to explain it well. Half the random group had never heard of the opportunity.

For the entire group, students had heard of the development portfolio from peers (1/3), from advisers (1/3), and in the freshman liberal studies course (1/3).

7. Do you think this idea is good for students in general here at the college? Or, perhaps, is it a good project only for a few highly-motivated students?

About three-fourths of the students think the development portfolio should be done by everyone. Of the rest, about half think it should be optional, and the other half think that everyone should have the opportunity and that probably the highly-motivated would carry it through. Almost all the students felt that the success of the project depended upon the time and the way it would be introduced, and upon the continual motivation of the students. The students in the random comparison group generally felt left out because they had not been told about the opportunity, nor had had the opportunity to participate.

8. Do you know about the three or four ways in which

students can engage in the portfolio project? Discuss: with/without mentors, with/without transcript, variety of activities, with/without personal growth contract?

About half of the students in the pilot project were able to discuss these options. The randomly selected students were vaguely aware that there was some flexibility in the design of the development portfolio, particularly the upper-class students who have interacted with peers engaged in some form of the portfolio.

9. If you think that all, or a "lot of," students should participate, when should they hear about the possibility? Who should present the idea to them? How much support should the advising system, an RA (resident assistant--peer counselor), or the Student Development Center provide?

All students favor presenting the project during freshman year, and most favor the academic advisers being key figures in the presentation. Practically all students think it would be important for freshmen to meet some older students who had had involvement, and hopefully, success, in using the portfolio.

The students differed widely about the best time to present the project. Some wanted to hear about it from student orientation leaders, some at orientation week, some during the freshman seminar, some late in the first term, some

after Christmas, and some during the third quarter. Also, some suggested initial presentation quite early in the year, with the actual involvement coming after freshmen had had time to adjust to the initial college experience.

10. Do you have any general recommendations to make about the Development Portfolio format, how it should be developed, and offered, for students?

The students generally liked the present format. When they made suggestions, they were related to changing the form or purpose of the personal growth contract. Some would like a mini-course, or network support system in which a student would get some group support as she went along. Older students felt that freshmen and sophomores who had really been introduced to the desirable characteristics in freshman senimar were much more aware of the opportunity for growth in this project, and more creative about how to use it. Younger students definitely wanted to interact with older students to get ideas about all the things that were possible, or that had been tried.

Year 4: 1982-83

The academic year 1982-83 at the College of Saint Teresa was dedicated to the institutionalization of a comprehensive curricular/co-curricular program revision. Since the development portfolio program was intrinsic to the

outcomes-based nature of the new program, as well as to the plan for its ongoing evaluation, the emphasis of the steering committee for the portfolio program during this fourth year was to establish stable structures and procedures which would help to insure its continuity and effectiveness. The students and faculty in the program continued with the processes and materials to which they were accustomed, and the project director and steering committee devoted their time to the institutionalization efforts.

The schedule of activities for the instituionalizaiton effort was as follows:

1. An invitation to participate in the Student Development Program would be extended to the entire campus community.

2. The Director of the Development Portfolio Program, also the Director of the Liberal Studies Program and editor of the Operations Manual for the entire new program, would write an appendix to the Operations Manual which would describe the functioning and purposes of the Portfolio system and contain all the working materials which would routinely be supplied to mentors and students involved in the program.

3. An initial form of a Student Guide to the Portfolio Program would be drawn up; it would be a student-oriented companion to the Operations Manual. The implementation team for the entire program considered the publication of the Operations

Manual and the Student Guide to constitute the published portion of the institutionalization effort. It was considered that the dissemination of these printed materials would dissociate the program from its founders and thus facilitate its eventual ownership by all students, faculty and staff.

4. Final revision of working materials for the portfolio program would be drawn up; they would include

- refined versions of the materials supporting accurate record-keeping and quarterly self-evaluation of growth;
- written elaboration of the many ways students can initiate personal growth projects, and guidelines to support the setting of realistic objectives for the personal growth projects;
- a clear description of the process for drawing up a development transcript.

In addition to these stabilizing activities which were intended, and scheduled, for the fourth implementation year, several unplanned events occurred which significantly supported the program:

1. A very influential group of change agents participated in the development portfolio program, and were active in disseminating awareness of its benefits among the student body. These were the prestigious resident assistants, rigorously selected upperclass students who coordinate life in the

residence halls. The College residence staff asked all the resident assistants to engage in the portfolio program as part of their in-serive training, and to eventually formulate a development transcript about this experience in leadership and in conscious personal development.

2. A representative group of students who were involved in the project presented a panel at the annual all-college study day; this internal dissemination effort was particularly influential in sensitizing faculty and staff to the importance of conscious development for students. Previous to that presentation, most of them had heard of the program only through presentations of the program's advocates--its initiators, student affairs staff, and supportive faculty. The presentation by students actually involved in the portfolio project was much more meaningful than the earlier exhortations by faculty and staff enthusiasts.

3. The portfolio program was included in the Spring Officers Training Workshop sponsored by the Studnet Government. This evidence of ownership of the program by student officers, and their acknowledgement of its facilitation of student leadership, was an important message for students.

4. One academic division, with a great range of leadership ability, undertook a project to integrate the development portfolio project within their major academic programs. This

group, the Division of Behavioral Sciences, included the faculty member who originally (in 1970) integrated personal growth contracts with the program content of her major, the key faculty leader and liaison connected with the Student Leadership Program, a faculty member experienced in multi-media production, and two faculty members who routinely promote conscious self-development of students within the context of internships and field terms. This set of faculty is producing a sound/slide presentation of their philosophy and procedures for incorporating the development portfolio/transcript activities within all of their academic programs. This production will be invaluable in future in-service training of faculty and staff, for both the training of mentors and the support of developmentally-based program design.

5. The first form of the Student Guide was created as a sound/slide presentation rather than as a printed workbook. The steering committee felt that students would respond to a program introduction featuring student explanations and testimonies better than to descriptive printed materials. This presentation has been designed to be used by individual students, by adviser/advisee groups, or in mentor training activities. Its script is included in the appendix of this report.

The College of Saint Teresa intends to stay active in the network of institutions innovating in the area of intentional

development by college students. The materials used for the Development Portfolio/Transcript Program at the College of Saint Teresa are listed below, and are included in the appendix of this report. They are selected for use by the student, either with the support of a mentor or not, and are included with her formal placement credentials to the extent that she wishes them there.

SOME GUIDELINES FOR MENTORS

INTRODUCTION

The following guidelines have been proposed by faculty and staff members who have served as mentors in the pilot forms of our development portfolio/transcript program. You may find them useful -- or you may not. One of the outcomes of our working together to refine our understanding of the mentoring process is to improve the portfolio experience for our students. Another is to make the excursion into this new role comfortable for those of use who may be trying it for the first time. We'd appreciate your feedback regarding these guidelines-- and we will be most grateful for your reflections based on the logs or notes you keep during this experience. We know how much expertise and good will you bring to this project and hope that continually better guidelines will evolve through your sharing them with the rest of us.

Thank you again for volunteering for this important interaction with our students.

I. Setting the "Tone"

A. Think about Human Development

1. Why are you (the student) engaged in this?
2. Stress the importance of personal competence as well as intellectual competence.

B. Leading Questions

1. Can you influence and help direct your own development? How?
2. Can you give an example of contributing factors which have already been significant in your development? (for example, places, things, experiences, ...)

II. Discuss the outcomes of the College of Saint Teresa Program -- the Desirable Characteristics of a Liberally Educated Person. Ask the student to describe her understanding of them ...

A. Example Characteristic: Demonstrating an understanding of the major forms of artistic expression.

1. What are the major forms of artistic expression?
2. What kinds of activities lead to a better understanding of these forms?
3. How can I know that my understanding of them is better?
4. Does my understanding of artistic expression involve more my head or my heart--my intellect or my feelings--or are both necessary for that undestanding?
5. What is the difference, if any, among understanding and appreciating and participating in the arts?
6. Do I take enough time in my life to experience the

beautiful?

B. Example Characteristic: Developing Mature Interpersonal Relationships

1. What are some sample behaviors of tolerance? Why is it important?
2. What adjectives characterize mature interpersonal relationships?
3. How do you define 'intimate'?
4. How do your peers influence what you do?

III. Explain the Process

A. Self-Assessment

B. Goal Setting

C. Action Planning

D. Implementation

E. Evaluation

IV. Self-Assessment -- Determination of the Student's Present Level of Development

A. Student Development Task Inventory

B. Myers-Briggs Inventory

C. Educational Outcomes Inventory

D. Interaction with Mentor

1. Student shares feelings and perceptions about results of inventories.
2. Student shares whatever concerns she may have about

her past development and her future growth.

3. Mentor provides feedback in an attempt to clarify the student's self-understanding.

4. Mentor challenges student to plan for her (student's) own growth by the various means available to her.

5. Mentor may wish to take one or more of these inventories himself/herself. (They are all available through the College Counselor.)

B. Record/Report of previus experiences/accomplishments.

V. Goal-Setting -- determination of the specific behaviors toward which the student wishes to strive.

A. Active participation of the student.

B. Goals should be

1. Formulated in terms of tangible outcomes.

2. Based on specifically felt needs in the student's life situation.

3. Tentative and ever-changing as opposed to permanent and rigid.

4. Both short-range and long-range, to serve as guidelines for future growth and to facilitate the establishment of a process of planned behavioral development.

C. One suggested procedure:

1. Identify the goal and write it. Example: "My goal is to demonstrate leadership."
2. Identify some specific behaviors which would indicate that the goal has been achieved. Example: Listens well, meets deadlines, keeps promises, does not act arbitrarily, keeps others informed, respects others, can effectively chair a meeting, has respect of others, exhibits initiative.

VI. Action Planning -- May involve individuals, program, facilities and resources both within the college and the Winona/Rochester Communities.

A. Clubs

B. Volunteer Services

C. Organizations

D. Programs (e.g., Counseling Center Outreach Program, Alcohol Education Program, Theater Productions, Genesis II, Choral Productions, CHOICEMAKERS Events, Intramural Athletics, ...)

E. Formal Curriculum

F. Committees

G. Faculty

H. Staff/Administrators

I. PBS TV Broadcasts

J. Adopt-a-Grandparent

K. YWCA Programs

L. Community Action Projects

M. Student Government

...

Try to be as specific as possible when generating action strategies. Continuing the previous example: . . . is a member of two clubs or campus organizations (name them) and will attend all meetings and functions for the term; will assume resonsibility for heading a committee in club X and will complete the assigned task(s) by the deadline; will attend the "Group Dynamics" program scheduled for the Winter Term and the "Assertiveness" program offered through the Counseling Center Outreach Program.

VII. Implementation

Please keep a log or some kind of record and notes of your interactions, perceptions, experiences with your mentee. This will be useful in both further development and evaluation of the project.

VIII. Assessment

Evaluation of whether or not goals were achieved must be a collaborative effort of student and mentor. But--the student should be given primary resonsibility for that decision.

IF . . .

A. Goal is met, then

1. Discuss with the student where the goal fits into long-range goals.

2. Cooperatively identify a next step.

3. Jointly define a new goal -- which may build on the accomplished goal.

B. Goal is not met, then

1. Explore with the student the cause(s) for the goal not being accomplished.

a. Was the goal appropriate?

b. Were the action plans relevant and/or adequate?

c. Was the time frame long enough? too long?

d. Were there external factors operating which were not taken into account or misevaluated?

2. On the basis of the above, jointly decide whether

a. to retain the goal and action plan and establish a new completion date,

b. to retain the goal, but devise a new action plan, or

c. to re-evaluate the student's needs and write a new, more appropriate goal and action plan.

C. Some common causes for goals not being accomplished:

1. Establishing inappropriate goals. Goals must be

realistic. A very shy, insecure, withdrawn student cannot expect to a campus leader without first improving her self-confidence, increasing her interpersonal skills and getting some experience in assuming increasing responsibility. "Small," intermediate steps are often needed:

a. Student first explores herself and her environment

b. This leads to an awareness of the possibility of choices.

c. The student must crystallize or narrow the available choices into a meanageable size.

2. Students may tend to establish goals and action plans that are too general or too vague to be of value.

3. Students may become discouraged if they are unable to see some rather short-range results. Encouagement and praise from the mentor and early success with objectives are essential during the initial phase.

4. It is important that the mentor spend enough time and show enough interest in the individual project. On the other hand, mentors with a sincere interest

in their students sometimes take too active a role in the process. Students may withdraw if they come to feel that the goals are the mentor's and not their own. Mentors should be especially aware of these possibilities because students will seldom verbalize them unless an open relationship has been well established.

A word about the Contract for Personal Growth Projects.

The chart can be used as a guide to organize the goal setting, action planning, implementation and evaluation components. It is recommended that the student and the mentor use the chart as their "contract." Such an approach should enhance the likelihood of change being effected in that it represents tangible evidence that a commitment to develop has been made. Another possible function of the chart concerns its value as an accounting device which the student and the mentor can use, both to establish the developmental goals of the student and to monitor her progress in achieving them. As time passes, the accumulation of completed charts could represent the "intentional developmental history" of the student throughout her college career.

MENTOR RESOURCES

1. Student Handbook -- list of clubs and organizations
2. Communique -- the campus newsletter
3. Master calendar for CST; calendars of tri-college/university activities
4. Counseling Center
5. Student Development Center
6. Health Center
7. Women's Athletics
8. Recreation Program
9. Student Activities - College Center Programs
10. Pastoral Team Programs and Services
11. Coordinator, Development Portfolio and Transcript
12. Student Affairs Office - references to programs and services
13. Self-Assessment Instruments, available though the College Counselor

    Strong Campbell Vocational Interest

    Self-Directed Search (helpful in career and life planning)

    Educational Outcomes Inventory (checklist, refers to CST Desirable Characteristics of a Liberally Educated Person)

    Student Developmental Task Inventory

    Myers-Briggs Inventory

    Portions of other inventories for assessment in particular areas such as self-concept, autonomy, assertiveness, etc.

14. Academic Advising Handbook
15. Student Leadership Materials
16. Human Resources File, Student Leadership Program
17. Statement of Students' Rights and Responsibilities
18. Mission and Identity Statement of the College of Saint Teresa
19. Resources on Human Development, Faculty/Staff Development Center
20. Career and Life-Planning Services

Summary

This chapter has provided an overview of the developmental intervention for college students which has served as the focus of this study. The intervention--the Development Portfolio/Transcript Program at the College of Saint Teresa, includes structures, staff and processes for mentor/mentee pairs in which the students (mentees) wish to engage in intentional personal development, and their mentors are volunteers who have been invited by the students to assist with their growth projects. the chapter has presented a detailed history of the four-year design phase of the programs, the resultant mentor training program, and descriptions of the various materials available to students who wish to complete a development portfolio and/or a development transcript.

Chapter Four will provide a summary of the report. It will review the problem studied, the relevant literature, and the organization and delivery of the developmental intervention which is the focus of the study. The chapter will also suggest major implications of the study--the development portfolio/transcript program at the College of Saint Teresa.

CHAPTER FOUR

This chapter provides a summary of this report, including an overview of the problem addressed by the developmental intervention which served as the focus of the study--a development portfolio/transcript for college students. The chapter also summarizes the literature on the mentor/mentee relationship in the corporate world and in higher education, and suggests implications of the study.

The Problem

College faculty, student services staff and administrators are becoming increasingly sophisticated in their understanding of human development, and particularly of the young (and often older) adults who are their students. They are aware, for instance, of the psychosocial development theory of Erikson (1968), the intellectual/ethical theory of Perry (1970), the developmental vectors of Chickering (1969), the maturing model of Heath (Widick, 1978), the ego development theory of Loevinger (Knefelkamp, 1978), and the moral development considerations of Kohlberg (1972) and Rest (1973). However, they do not generally translate these abstract understandings and appreciations into the design and delivery of their student services, and their programs serve needs of administrators and external publics rather than the developmental needs of students.

Students receive mixed messages from the institutions they attend in quest of "the complete education." They read college catalogs, mission statements, and total institutional goals, all of which appear to be dedicated to their overall development as healthy, holistic human persons. But these same students fail to see concrete programs, resources and staff in their colleges as institutionally-committed resources to promote that valuable personal growth.

The problem addressed by this study is that lack of concrete programming promoting the intentional personal growth of college students. The study described a developmental intervention designed to facilitate students' conscious design of their own human development--a development portfolio/transcript program. In doing that, it presented both the theory of, and training for, the mentor role, and the protocol materials which could be used by students to design their own development portfolios and transcripts.

Significance of the Problem

Two issues were addressed by the study--the design and evaluation of materials to be used by the students as they planned their growth projects and development transcripts, and the faculty/staff development program which acquainted the personnel of the college about the important dimensions of the mentor role in

the new program. As a program offered as a model implementation, the printed and video materials were designed to offer flexibility and maximum student ownership of the program, and the mentor training program was designed to furnish stability and consistency through all the phases of the implementation.

The problem addressed by the study--the lack of concrete models for intentional development at the post-secondary level of education, is very significant for higher education. Successful recruitment and retention of students, their satisfaction with the college environment and with their academic programs, and their self-confidence in seeking careers and personal life-styles are all highly related to those students' conceptions of themselves as self-determining, self-actualizing human persons. The re-creation of all aspects of the college to enhance the intentional, self-initiated growth of these students is an important, significant task for all college and university communities.

Review of Literature

After considering the recent surge of interest in the role and the influence of mentors, particularly in the corporate and professional domains (Levinson, 1978; Roche, 1979), and for the advancement of women (Hennig & Jardim, 1977), a chart was employed to summarize current comparative findings of research on the mentor role in business, industry and the professional arena.

The transfer of the mentor role into higher education was then considered, based on an operational definition supplied by Lester and Johnson (1981). The four main interpretations of mentoring as it exists in higher education were presented--mentoring as enriched academic advising; mentoring as facilitation of individualized student projects; mentoring as coordination of co-curricular and leadership opportunities for students; and mentoring as faculty-based tutorials, learning contracts and research projects. In all of these roles, the highly complex, interactive nature of the mentor/mentee relationship is essential to the success of the venture (Cross, 1976; DeCoster & Brown, 1982).

Three major theoretical bases of productive mentoring were reviewed, following the assertions of Thomas, Murrell and Chickering (1982) that psychosocial, cognitive-developmental and social learning theories are crucial to the understanding of, and functioning in, this important role. The theories of Erikson (1968), Perry (1970), and Bandura (1971) were suggested as important relevant theories in these three domains.

As background for the consideration of the mentoring role within the context of a specific developmental program for college students, dissemination materials from exemplary colleges were reviewed. These colleges (Canisius College, 1981); Eckerd College, (1981); Andrews University, 1981; and Pacific Azuza College, 1981)

were all examples of colleges which have incorporated mentor functioning and mentor training into their academic and student services programming. They had well-developed rationales for their programmed based on sound developmental principles, and their materials reflected consistent, stable institutional support of development programming for their college students.

The Development Intervention
A Development Portfolio/Transcript Program

The purpose of the development/transcript program was to furnish college students with flexible opportunites for experiences in intentional development, with or without the assistance of a student-selected mentor, and with or without eventual documentation of the portfolio experiences in a development transcript. A four-year design and implementation of the portfolio/transcript program was described, with detailed explanation of the development of a training program for faculty and staff mentors, and with summaries of evaluations of the program throughout the four-year period. Samples of all the types of printed and audiovisual materials used by the mentors was provided in the appendix to the study, and descriptions of program procedures and policies were provided in the body of the report.

Student and mentor evaluations of the program were highly similar throughout the implementation project, and their suggestions for ongoing refinement of the program were also much

alike. Both groups preferred a program with great flexibility and adjusting for individual preferences; both indicated that the mentor training program be an ongoing part of the program; both expressed a need for students to hear about portfolio opportunities early in their college careers. The mentors felt some role ambiguity about amount of energy they should be putting into sustaining the relationship when students appeared to lose interest, and students agreed that they sometimes chose to work with a mentor with the expectation of receiving a little "push" from them. On the whole, the older students felt less inclined to work with mentors, and in fact, sometimes served as peer mentors to younger students. Both the mentors and students, as well as the program director and coordinating committee, saw the need to have a permanent "home," and consistent visibility for the program, and they proposed that all faculty and staff members be encouraged to refer students to the program, even though they themselves might not be free to serve as mentors.

Implications

The purpose of this study was to offer a model for developmental programming at the post-secondary level which would offer students flexible, self-initiated opportunities for intentional development. The students, after selected and completing personalized growth contracts, could integrate them by

means of a development portfolio, and possibly document them by means of an institutional development transcript. The program was based on new developmental findings about the characteristics, abilities and personal needs of young adults, and was facilitated by trained faculty/staff mentors.

Some of the important implications of this study are the following:

1. Developmental programming for college and university students may be based on coherent theories of psychosocial, cognitive-psychological, and social development. Having an expressed institutional philosophy about the importance of such student-based programming is an important ingredient of congruent messages to students about the goals of education, and is the basis of efficient, effective programming.

2. Students will undertake responsibility for their own development if they have met, and have observed adults who routinely and explicite serve as role models in this area.

3. Formal availability of adults who interact with college students legitimizes students' exploration of adult roles and frees them for responsible risk-taking in personal decision-making.

4. Students will adopt holistic awarenesses about their own development if support for holistic personal development pervades the entire college environment. Student adoption of holistic

ownership of their own development will be delayed if they perceive that their educational institution views their growth as made up of fragmented components, each nurtured by a different "territory."

5. Faculty/staff involvement with developmentally-focused programming within higher education will be enhanced by skills-based training, based on shared understandings of the developmental needs of college students. Shared faculty/staff training sessions will promote institutional commitment to providing a sound developmental environment, and will promote institutional/program congruence.

6. Networking among institutions, with sharing of tentative models and procedures, should assist all areas of higher education to translate developmental understandings and philosophies into viable programs which operate effectively even as they provide flexibility and self-empowerment to students.

The basing of institutional programming upon the needs and characteristics of students, the freeing of students for accountability for their own development, the working for congruence of institutional objectives and specific programming, the provision of resources and staff for intentional student development--all these are viable, attainble goals for meaningful developmental education within higher education.

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Development Portfolio/Transcript Materials

DEVELOPMENT PORTFOLIO/TRANSCRIPT PROGRAM

The order of the materials in this section:

1. Two CST student reflections

2. Letter of invitation to students

3. Development profile materials

   -profile folder
   -record of courses and co-curricular involvement
   -student and mentor assessment of development in the desirable characteristics of a CST graduate

4. Development project materials

   -form for contract with self
   -fictitious contracts
   -real contracts by two CST students

5. Development transcript materials

   -transcript form
   -one CST student's development project and the development transcript based on it.

A STUDENT REFLECTION ON INVOLVEMENT IN THE DEVELOPMENT PORTFOLIO PROGRAM

By: Lisa Pommier, CST Class of 1984

> This profile is designed to help you plan your own development during your college years. It is your instrument to help you achieve your goals. . .

Certainly we expect to be touched and transformed by our college experiences. The stimulating and new environments, relationships, and situations that are encountered within the very heart of the College naturally and necessarily create for students the challenge to learn and to grow. It seems always to have been assumed that this challenge is to be faced in the formal dimension of the academics; through the objective skills and knowledge gained in their course study, students are encouraged to grow professionally and to develop those qualities necessary to "make it" in the world or to contribute to society. In my experience, however, such "external," objective development becomes futile and irrelevant unless accompanied with comparable internal development. The subjective, spiritual/personal dimension of the learning experience, then, also needs to be an inherent attribute of the college experience in order to allow wholeness and completeness within the individual as s/he is touched and transformed by her/his college experience.

I realize, however, that it is impossible for the College of Saint Teresa or any college to be strictly accountable for its students' personal development. No individual or institution can take responsibility for any person's interior self; rather, individuals must take responsibility for their own personal lives. Simultaneously, the College must do more than become a passive observer hoping for the best in the personal lives of the students. While personal growth cannot be demanded of anyone or even presented to or bestowed upon anyone, an active, participatory role can be taken by the College in providing the challenge and opportunity for individuals to achieve their personal growth.

Thus it is the responsibility of the College to create an environment that is conducive to interior development, and it is the responsibility of the students to take advantage of this environment by actively indulging in the opportunity it provides for personal enrichment.

There are, of course, countless channels used by the College of Saint Teresa to give students access to personal development. Many opportunities for interior development are provided both in and out of the classroom setting; some opportunities are obvious, and other are more hidden and indirect. Perhaps the most evident example of CST's active involvement in its students' interior enrichment, however, is seen in the Development Portfolio. In participating in the Portfolio Program, students are allowed to set their own goals and to determine their own methods for achieving these goals. The Development Portfolio, then, is a tool provided by the College for the students to use according to their individual wants and needs.

I have found my own participation in the Portfolio to be a valuable aid in helping me to take advantage of and to internalize the enriching challenge I have discovered college to be. In my move from the safe, secure environment of home into the unsure realm of college life, I have certainly been faced with many exciting and demanding situations which have called forth from me very direct and personal responses. I am, of course, the same person in a new world of experiences, yet in a very real sense the new experiences demand that I either become transformed through my involvement in these experiences, or else that I refuse involvement and thus live my life outside of the reality of my experiences. In choosing the first of these options I have committed myself to the subjective, personal development of my interior life, as well as to the objective, professional development of the exterior. When I was

asked to participate in the Development Portfolio, I saw it as yet another chance for me to enhance my academic growth by personal integration.

However, the Portfolio presented to me a new type of challenge for which I did not quite know how to render a solution. I foresaw difficulty in choosing and separating any one aspect of my personal development in order to formulate it into a personal project: to label it, to make it objective and to explore it in a concrete way, and then to re-integrate it and re-internalize it. The issue was compounded further in the ambiguity and confusion I was experiencing at the time I began my portfolio. As a result of important changes that had occurred in my personal life, especially in regard to changing relationships with others and the effects these changes had on my personal and spiritual self, I felt a stronger need to simply work through the separation already existing in my life rather than to create more separation as the first step toward greater unity. In preparing my goals for my personal project, then, I decided I needed simply to absorb and internalize the experiences in my life which were already calling forth personal growth and integration. Although this is an obviously vague and totally limitless goal, it also contains obvious and limitless potential for increased wholeness and personal satisfaction.

Because of the very subjective nature of the overall goal of my project, I chose, with the help of my mentor, a very objective and concrete means of achieving this goal. In a discussion of the alternatives possible, we decided perhaps the best way for me to reflect upon, to synthesize, and to evaluate what was happening internally would be through keeping a personal, regular journal. I would not attempt to analyze or to control my thoughts or feelings in my journal, but instead I would simply acknowledge them and allow them to be there as reflections of my inner being. In this way ambiguity and confusion

become the necessary prerequisites for growth and completeness rather than elements of my being I needed to eliminate. Journal writing could prove to be, and in fact has proved to be, an engaging penetration into the thoughts, emotions, presence of my inner, personal and spiritual self. Through journal writing I learn about myself and experience myself, and thus learn about and experience the outer world surrounding me in an active, participatory manner. It follows, then, that the objective and the subjective are not separate, unrelated dimensions of who I am; rather they complement each other and create in me the unity and wholeness necessary for an enriched life worth celebrating.

Certainly we expect to be touched and transformed by our college experiences. Included in the transformation is both the potential opportunity for change and the active acceptance of the opportunity. The Development Portfolio Program is one way in which the College of Saint Teresa has presented to me the opportunity to really strive to become the integrated, totally human person I am capable of being. My participation in the Development Portfolio Program is one specific way in which I have chosen to accept that challenge.

STUDENT VIGNETTE: OUTCOMES AND THE DEVELOPMENT PORTFOLIO

By: Carol Janka, CST Class of 1984

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

TIME SPAN *November, 1982*

1. The quality/ability/talent that I want to develop further:

   To become comfortable in expressing myself creatively in my artwork.

   To make my works an integral part of myself.

2. The related desirable characteristic: *Aesthetic/Cultural Development -*

   To be able to convey meaning through creative and artistic experiences.

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: *To create works that express to the viewer personal feelings I have rendered in the work. To paint for myself, rather than what might seem to be more acceptable to the viewer. To incorporate the elements of design, which have special meaning to myself, in my art work.*

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): *To become familiar with the expressive works of contemporary and past artists. To begin to explore the elements of design that have personal meaning to myself. To keep a visual record of my expressions and personal development.*

5. I plan to do the following specific things: *To attend art exhibitions in the Winona area and in the Cities and Chicago. To read regularly art journals and art periodicals. To include in my sketchbook copies of work that other artists have rendered expressively as well as a collection of weekly sketches as a form of journaling.*

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes: *The viewing of the Edvard Munch showing in the Cities has helped me realize the personal risk involved in doing expressive works. I am becoming more confident in taking the risk of expressing myself in my art work.*

7. Name of mentor (if applicable) *Ms. Betty Ann Mocek, MFA*

I initiated my personal growth project out of a growing dissatisfaction with my artwork. I became aware that there was something very "cool" about my works, for they allowed very little of my personal insights and expressions to be felt by the viewer. My natural tendency as an artist seems to be one of extreme realism, almost draftsman-like, and certainly photographically accurate.

Certainly, realism has its place in the art world, but, for myself, the "tight" realistic rendering of the subject matter - perhaps a tree and a house and a light post - gave me no sense of satisfaction upon completion of the work other than the fact that the work did indeed visually represent a very accurate rendering of a specific tree and a specific house and a specific light post.

I have likened my need to begin to be more expressive in my work to the way in which a musician might sing or play an instrument. If, for example, a musician wished to sing about a tree, a house and a light post, s/he might describe this scene in a melody that would allow the listener to hear the creaking limbs of the tree as a cold wind blows, to see the eerie shadows of the tree against the house that the street lamp created, and to feel the warmth that the lone candle in the window of the house gives out. In music, the lyrics are secondary to the feeling that the melody and harmony of the song convey. So it is also in art: the subject matter, while certainly an integral part of the entire composition, is secondary to the relationship between these elements and perhaps the "psychology" of the manner in which the painting is rendered.

My mentor has been very supportive in my personal development as an artist. Upon her suggestion, I have begun to keep a regular sketchbook as a means of "mapping" my growth. In my sketchbook, I collect reproductions of works of artists that appeal to me with their expressive qualities. I try to be aware of the color,

composition, and texture of these reproductions, and I collect them to form an "idea" file for later paintings. I also try to keep a journal of any inclination that I might have for a painting - usually it tends to be a fleeting thought that I quickly capture in my sketch book to save for sometime in the future.

I have also taken time to reflect upon why I have chosen to make a career for myself in the visual arts. I have explored what motivates me to paint. I think that perhaps my motivation is derived from the "adventure" of painting. Sometimes, when I have reworked and planned and prepared for a painting, it turns out to be something other than what I intended, and it is magnificent. Yet, sometimes I fail and the painting is a real dud. But if I don't undertake the adventure, if I play it safe, I will never grow.

My participation in and undertaking of a development portfolio growth project has helped me become more comfortable in taking risks in my artwork.

DESIGN FOR SELF-INITIATED PERSONAL GROWTH AND CHOICEMAKING
--IN INTELLECTUAL DEVELOPMENT
--IN PERSONAL/INTERPERSONAL DEVELOPMENT
--IN SPIRITUAL DEVELOPMENT

THE CST DEVELOPMENT PORTFOLIO AND TRANSCRIPT PROGRAM
--DEVELOPMENT PROFILE
--DEVELOPMENT PROJECTS
--DEVELOPMENT TRANSCRIPTS

To the Student:

The CST Development Portfolio and Transcript (DPT) Program is an opportunity for your realization of integrated and holistic learning. In DPT, the focus in on you and your own initiation, development, and completion of personal growth experience that may be given form (1) in the development profile, (2) in development projects, and (3) in development transcripts.

1. Development Profile
The development profile is basically a "log" of your learning experiences, curricular and co-curricular. Keeping the log, quarter by quarter, is a consciousness-raising activity that enables, even if it is in a small way, the integration within you of your entire educational experience at CST.

2. Development Projects
Development projects are formulated by you and may run the gamut in variety.
Your project may
1) be carried out at any stage of college, in any area of life: intellectual, emotional, social, physical, spiritual;
2) be aimed at developing one or several of the desirable characteristics set as educational outcomes at CST;
3) bridge and integrate in-class and out-of-class learning as well as on-campus and off-campus experiences;
4) have as much or as little structure as you desire;
5) involve you, in increasing consciousness, in your own educational experience;
6) be initiated, developed and completed with or without the help of a mentor-generally an older, wiser person;
7) range from very public to very private content and process;
8) cover any time span from one week to four years, or more;
9) lead to the formulation of a development transcript in the senior year, if you choose this.
(See the sample development projects included with these materials.)

3. Development Transcript
A development transcript is a one-page summary document that briefly describes your qualities, abilities, talents, and/or experiences in a way not possible on an academic transcript. It may or may not flow from development projects. For example, you may be able to collate and organize past experiences into a valuable record without having completed a structured growth project. Then, the record may be entered as a development transcript into your credential file. The transcript may be verified or validated by any one of the following methods:
1) your own signature;
2) the signature of a person who vouches for the genuineness of the transcript;
3) the comments and signature of a mentor who has supported and challenged

you and who vouches in some detail on the transcript that you have acquired the characteristics described there.

Many prospective employers place high value on the kind of knowledge they can gain from the development transcript of a job applicant. Your major may become much more marketable if your experience and talent are set forth in the detail and order possible on a development transcript. (See the sample development transcript included in these materials.)

The process of "intentional developmental planning" used in designing a personal growth project may be summarized in five steps:

1) self-assessment;
2) goal-setting;
3) action planning;
4) implementation;
5) evaluation.

Step (1) may be helped along by student use of

a) the Development Profile (included with these materials);
b) the Student and Assessment of Development in the Desirable Characteristics of a CST Graduate (included with these materials);
c) the Student Development Task Inventory (see Director of Counseling for discussion of your results on this freshman test).

Steps (2) and (3) will depend on step (1) and may be made easier by looking at the fictitious and real-life sample projects included with these materials. Your determination and commitment will make step (4) happen. A mentor may be especially helpful in step (5). You will be invited to prepare a large personalized expandable envelope to hold all of your profile and project materials as well as papers, awards, exams, etc. that have been signs of significant personal growth.

Early in the senior year, you are invited to prepare development transcripts for your credential files. These transcripts will be processed through the Development Portfolio and Transcript Office (ST404). Extra copies of the materials included here are available in that office.

You are invited to the Development Portfolio and Transcript Program! It has been described as one of the best ways to integrate curricular and co-curricular learning. The students and mentors who participated in the 1979-83 pilot projects found DPT to be a powerful help toward development of the total person. It can be adjusted to fit any person's needs and desires for self-growth and can be adapted to any schedule and structure. Take advantage of it. It will help you to "own" your educational experiences at CST because you will have chosen them, deliberately involved yourself in them, and consciously reflected on their meaning in your life.

College of Saint Teresa
Winona, MN 55987

Major & Date of Decision

_____

DEVELOPMENT PROFILE

Name _____
Date of Birth _____
Entered CST _____
Expected Graduation Date _____

Class	Academic Year	Academic Advisor	GPA F	GPA W	GPA S	Year's Credits	Total Credits	Comments
Freshman								
Sophomore								
Junior								
Senior								

FRESHMAN YEAR

		Credits	Grade
COMP Test			
Intro. to Liberal Studies			
Reading Proficiency			
Rhetoric I			
Rhetoric II			
Basic Math			

Comments:

SENIOR YEAR

	Date Completed	
COMP Test		
Senior Seminar		
Placement Credentials		
Major Requirements		
Development Transcripts		

Comments:

BEST COPY AVAILABLE

EXPERIENCES, ACTIVITIES

1. HONORS (State or National Offices or Committees; Scholarships, Awards,...)

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

2. CLUBS, COLLEGE COMMITTEES, COMMISSIONS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

3. OFF-CAMPUS LEARNING/DEVELOPMENTAL INVOLVEMENTS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

4. ELECTED CAMPUS POSITIONS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

5. STUDENT WORK EXPERIENCE (Campus, Summer)

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

6. PARTICIPATION, PRODUCTION GROUPS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

7. VOLUNTEER SERVICES (Campus, Off-Campus)

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

8. ATHLETICS, RECREATIONAL ACTIVITIES

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

9. SELF-INITIATED STUDY/DEVELOPMENT/ENRICHMENT PROJECTS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

10. PROFESSIONAL/CULTURAL/ENRICHMENT EVENTS, WORKSHOPS, SEMINARS,...

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

11. OTHER

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

COMPLETED DEVELOPMENT PROJECTS --- TOWARD A DEVELOPMENT TRANSCRIPT

OBJECTIVE/ACTIVITY/ABILITY	TIME SPAN	MENTOR	MENTOR'S COMMENTS

Major _____

COURSES ACADEMIC MAJOR (about 60-70 quarter hours)

Course Number	Course Title	Academic Year	Quarter F	W	S	S	Cr.	Gr.	Related Co-Curricular Experiences

BREADTH COURSES/EXPERIENCES (40 core credits + freshman liberal studies + senior seminar)

Course Number	Course Title	Academic Year	Quarter F	W	S	S	Cr.	Gr.	Area*	Related Co-Curricular Experiences
ID 160	Intro. to Liberal Studies								ID	
ID 460	Senior Seminar								ID	

*Areas and credits required: Humanities (12); Social & Behavioral Sciences (8); Natural Sciences & Math (8); Fine & Performing Arts (4); Religious Studies (4); Physical Well-Being (4). Interdisciplinary core courses may be taken in place of core requirements in your major field.

GENERAL ELECTIVES (about 60-70 quarter hours)

Course Number	Course Title	Academic Year	Quarter F	W	S	S	Cr.	Gr.	Area	Related Co-Curricular Experiences

SHEET FOR OVERFLOW

Course Number	Course Title	Academic Year	Quarter F	W	S	S	Cr.	Gr.	Area	Related Co-Curricular Experiences

INTEGRATED PERSONAL GROWTH THROUGH PARTICIPATION IN CO-CURRICULUM--SPECIAL MENTION

Co-Curricular Activity/Experience	Academic Year	Quarter				*Growth in			Type of Student Responsibility
		F	W	S	S	ID	PID	SD	

*ID = Intellectual Development; PID = Personal/Interpersonal Development; SD = Spiritual Development.

INTEGRATED PERSONAL GROWTH THROUGH PARTICIPATION IN CO-CURRICULUM--SPECIAL MENTION

Co-Curricular Activity/Experience	Academic Year	Quarter				*Growth in			Type of Student Responsibility
		F	W	S	S	ID	PID	SD	

*ID = Intellectual Development; PID = Personal/Interpersonal Development; SD = Spiritual Development.

STUDENT AND MENTOR ASSESSMENT OF DEVELOPMENT IN THE DESIRABLE CHARACTERISTICS OF A CST GRAUDATE

Symbols: + = growth I expected; ++ = more growth than I expected; 0 = no perceptible growth.

	FR				SO				JR				SE			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	
A. Critical Thinking																
The student, with the assistance of the College community, is enabled to:																
1. reason analytically																
2. engage in reflective thinking																
3. synthesize a point of view, formulating arguments to support it																
4. evaluate and choose among alternative courses of action																
5. apply abstract concepts to concrete experiences																
6. apply knowledge from an undergraduate major field																
B. Aesthetic/Cultural Development																
The student, with the assistance of the College community, is enabled to:																
1. acknowledge the presence of mystery in life																
2. demonstrate an understanding of the major forms of artistic expression																
3. appreciate and participate in a variety of cultural/artistic experiences																
4. convey meaning through creative and artistic experiences																
C. Communication																
The student, with the assistance of the College community, is enabled to:																
1. use various forms of writing competently																
2. use effective oral communication																

	FR				SO				JR				SE			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	
Communication (continued)																
3. receive and interpret information effectively																
4. use quantitative tools effectively																
D. Breadth of Perspective																
The student, with the assistance of the College community, is enabled to:																
1. demonstrate a familiarity with the ways of knowing in basic academic disciplines: arts, humanities, sciences, social sciences																
2. interpret current problems within historical, cultural, political, global, philosophical, and spiritual perspectives																
3. demonstrate an understanding of one's religious, faith heritage																
4. understand the value systems operative in contemporary society																
5. develop an ability to live meaningfully in a technological society																
E. Autonomy																
The student, with the assistance of the College community, is enabled to:																
1. develop a healthy self-concept including an awareness of one's sexuality, potentials and limitations, values and beliefs																
2. act out of one's self-awareness to complete personal goals and planned activities																
3. recognize and accept interdependence as integral to becoming autonomous																
4. respond personally to God's revealing of Self in one's life																

	FR				SO				JR				SE			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	
F. Social Relationships																
The student, with the assistance of the College community, is enabled to:																
1. appreciate human diversity and respect creeds, value systems, and related actions of others																
2. demonstrate effective interaction with individuals in a variety of settings																
3. develop and remain faithful to commitments and relationships																
4. move toward the achievement of a common goal by maintaining group support and cooperation																
5. demonstrate responsible citizenship																
G. Life Goals																
The student, with the assistance of the College community, is enabled to:																
1. develop an appreciation of the importance of lifelong learning																
2. formulate appropriate educational goals																
3. select and activate specific career goals																
4. acquire the attitudes, knowledge and skills to practice life-long habits of healthful living																
5. apply one's values to important life decisions																

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME_____ TIME SPAN_____

1. The quality/ability/talent that I want to develop further:

_____

_____

2. The related desirable characteristic:_____

_____

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things:_____

_____

_____

_____

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunies):_____

_____

_____

_____

5. I plan to do the following specific things:

_____

_____

_____

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes:_____

_____

_____

_____

7. Name of mentor (if applicable)_____

(Use the reverse side for personal reflections and/or mentor comments.)

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME Hannah Herstory TIME SPAN _____

1. The quality/ability/talent that I want to develop further:

The ability to place the women's issue in historical, cultural, and philosophical perspective

2. The related desirable characteristic: The ability to interpret current problems within historical, cultural, and philosophical perspectives

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: discover the reason for the contemporary women's movement; determine my own position relative to this movement; become more aware of how society today exploits women; be knowledgable re women's past history; be able to discriminate between positive and negative aspects of the women's movement; recognize discrimination and sexual exploitation in my own day-by-day living.

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): talking to peers and woman role models about my need; reading books and articles on women's history and the women's movement; being conscious of this issue when watching TV, interacting in social groups and in classroom situations; attending League of Women Voters and YWCA events; discussing women's past history with mother, aunt, grandmother; discussing the contemporary women's movement with my father, brother, boyfriend.

5. I plan to do the following specific things:

Read Signs and/or MS Magazine regularly

Attend at least one off-campus meeting of a woman's group

Evaluate critically my favorite TV program to see how it presents women

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes: _____

I am becoming more aware of sexist language.

I recognize that women, too, made history.

I am more assertive and comfortable in my role as woman.

7. Name of mentor (if applicable) _____

(Use the reverse side for personal reflections and/or mentor comments.)

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME Bi-Cultura TIME SPAN

1. The quality/ability/talent that I want to develop further:
Awareness of the rich multi-cultural society in the U.S.
Awareness of the multi-faceted situation of the Hispanic U.S. citizen
Awareness of my prejudices related to lack of knowledge.

2. The related desirable characteristic: Appreciation of human diversity; demonstrate effective interaction with individuals in a variety of settings; interpret current issues within historical, cultural, political and spiritual perspectives.

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: lack of understanding of the Spanish-speaking peoples of the U.S.; prejudice toward those of a different culture; no understanding of the "illegals" etc.; want to understand who the U.S. Hispanic is; want to rid myself and others of subtle prejudices; want to see the U.S. as a multicultural society and not a melting pot.

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): taking course in Spanish-speaking People of the U.S.; reading recommended materials in the Library; getting to know Latins and Mexican Americans on campus; working in the Diocesan Migrant Program; visiting a migrant camp and clothing center (Summer); visiting some settled out Hispanic people in Minnesota.

5. I plan to do the following specific things:
Help sponsor a Spanish Mass-Fiesta for CST students.
Learn of migrants needs and help them somehow.
Try to learn the truth that will dispel my prejudice.
Take the course in Spanish-speaking People of the U.S.
Learn to sing, dance, cook, decorate according to Hispanic Culture
Gain an understanding of the language predicament of these people.

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes:
My excitement when I hear a Spanish song
My awareness of others who live in a different but rich culture
A desire to use my new awareness in my career, when and where Spanish-speaking people will be present.

7. Name of mentor (if applicable)

(Use the reverse side for personal reflections and/or mentor comments.)

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME Arti Culata TIME SPAN

1. The quality/ability/talent that I want to develop further:

To increase in effective leadership in what I do

To be able to speak intelligently and effectively to the public

2. The related desirable characteristic: Use of effective oral communication; demonstration of effective interaction with individuals in a variety of settings; movement toward achievement of a common goal by maintaining group support and cooperation.

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: to learn effective communication techniques in order to use them; to be able to speak freely and effectively in public; to be better informed about current events; to be able to support my viewpoint; enable a group to move toward a common goal by inviting cooperation and showing follow-through

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): being involved in Student Government; holding an office of my own choice; reading at liturgies; attending leadership workshops; expressing my position on issues affecting Winona; getting involved in the local government

5. I plan to do the following specific things:

Go to Student Government meetings; get involved in liturgies; voice my views at meetings of various groups on campus, speak up more in class; be more assertive and active in participation in groups.

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes:

Was delegate to Republican Party; handed out pro-life pamphlets; Went regularly to Student Government meetings; feel more comfortable in speaking in public or in a large group; have increased my reading about current events.

7. Name of mentor (if applicable) _____

(Use the reverse side for personal reflections and/or mentor comments.)

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME Clara Net TIME SPAN

1. The quality/ability/talent that I want to develop further:

To be able to think critically and engage in reflection in order to avoid being caught in gossip and peer pressure

2. The related desirable characteristic: Engagement in reflective thinking; AUTONOMY development of healthy self-concept; appreciate human diversity

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: to consider both sides of issues and situations; to form my own opinion and stick by it; to be fair to myself and others in the Residence Halls and on Campus; to stop unfair gossip and rumors; to feel free and confident in expressing my own opinion; not to jump to conclusions or "join the crowd" in unfairness to someone; to support the "underdog"

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): becoming active in Residence Councils and Student Government in order to be better informed; doing things alone or with different people (eating, laundry); listening at corridor meetings before forming opinions; joining in the college activities to gain perspective; independent participation in Wmona Volunteer Services; checking tendency to gossip at social events

5. I plan to do the following specific things:

Become active in Residence Council and Student Government

Listen more openly and critically to people.

Listen carefully, read carefully, speak carefully

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes: I am gaining new perspectives on life in and out of residence halls; I have learned about and used new channels for gaining info and changing my mind; I have quit gossiping and believing everything I hear about people.

7. Name of mentor (if applicable)

(Use the reverse side for personal reflections and/or mentor comments.)

PERSONAL GROWTH PROJECT FOR KAREN RICE Winter/Spring - Freshman

Characteristics that I want to develop further:

1. Critical thinking - to engage in reflection (reflect on the truth and beauty of works of art).
2. Aesthetic/cultural development: to be able to...
   ...demonstrate an understanding of the major forms of artistic expression;
   ...appreciate and participate in a variety of cultural/artistic experiences in literature and the arts;
   ...convey meaning through artistic and creative experiences.
3. Breadth of perspective--to demonstrate a familiarity with the arts.
4. Purpose/goals--to be able to formulate appropriate educational plans and experience personal satisfaction from educational experiences.

I recognize the following needs in this area:

Appreciation of (a) theater, (b) art, (c) dance/ballet, and (d) classical music.

I plan to do the following things:

1. Attend or view plays and operas whenever possible.
2. View art exhibits, take a course in art appreciation.
3. Take classes in ballet; attend dance recitals and productions.
4. Listen to classical recordings; research favorite composers.

Experiences that have contributed toward my desired outcomes:

1. Theater: attending theatrical productions at CST, SMC, WSU, and other colleges, attending a play at the Guthrie Theater, watching operas on public television.
2. Art: viewing art exhibits at Cotter Art Center and St. Mary's College, visiting the Walker Art Center in Minneapolis, taking an art appreciation course spring term.
3. Ballet/Dance: taking a continuing education course in ballet, attending recitals and concerts, observing rehearsal of the Minnesota Dance Theater, attending the Career Awareness Series Dance, reading books on famous dancers and choreographers, taking a class in ballroom dancing.
4. Music: listening to classical records, researching favorite composers in the library, attending orchestral concerts on and off campus, going to a symphony at Orchestra Hall in Minneapolis, listening to Minnesota Public Radio.

Indications that I am growing toward my desired outcomes:

I am now doing the above things not because I think I should, but because I want to for my own enjoyment.

PERSONAL GROWTH PROJECT FOR ELISA SALVATORI Winter/Spring - Freshman

Characteristics that I want to develop further:

1. Purpose/goals--formulate appropriate educational plan in relation to a nursing major; select and activate specific career plans.
2. Attitudes--assert values and choose actions consonant with my belief system.
3. Critical thinking--synthesize a point of view, and be able to support it;
   ...unify in a statement what I have found;
   ...analyze and criticize alternate plans of action;
   ...choose with clear reasons from alternative courses of action.

I recognize the following needs in this area:

1. To understand the history of nursing (an overview of its beginning);
2. To understand the qualities a nurse should have; to reflect and try to develop those I do not have fully developed;
3. To research and become aware of the job opportunities available to a nurse.

I plan to do the following things:

1. Read many books on nursing and consider the different points of view;
2. Talk with nurses (in various fields);
3. Observe nurses in action in the various aspects of nursing;
4. Work over summer break as a nurse aide;
5. Continue volunteer work, explore more volunteer opportunities.

Experiences that have contributed toward my desired outcomes:

1. I have interviewed Carol Spaag, RN and Sister Humbeline Aulik, RN;
2. I have read nursing books, magazine articles, current publications;
3. I attended a health career seminar touching many medical careers (especially nursing);
4. I have volunteered in a hometown hospital for two years and had duties in many different areas of the hospital;
5. Freshman Seminar--values clarification project; choosing from among alternatives.

Indications that I am growing toward my desired outcomes:

This project has given me direction. I decided to try this project when it was first introduced in the fall. I am trying to integrate strands of history, practical knowledge of what nursing is and what a nurse does at work, and the opportunities in a career of nursing. I am doing this to analyze my own choice and to maintain direction in my current studies. I am beginning to see that as I find out more about nursing, I can integrate that knowledge with my current direction of becoming a nurse.

CONTRACT FOR A PERSONAL GROWTH PROJECT

Sharon Wolff Time Span - Senior Year

Desirable Characteristics: 1) act in accordance with personal creed and value system; 2) assert values and choose actions consonant with belief system; 3) place current problems in local, cultural, and national perspectiv

DEVELOPMENT OBJECTIVES:

1. The characteristics that I want to develop further:
   Become more knowledgeable of rural lifestyles;
   Become active now and after graduation in the role of rural women;
   Inform and influence others about issues facing rural women.

2. I recognize the following needs in this area:
   Need to know more about the role of rural women and their organization;
   Qualitites to be developed in my person.

3. I specifically want to be able to do the following things:
   Be knowledgeable about rural lifestyles, organizations, & roles;
   Learn more about issues facing rural families;
   Become a leader among rural women.

I see the following opportunities as ways for achieving my desires:

ON CAMPUS: Become involved in Farmers' Daughters;
Discuss agriculture and woman issues with others;
Listen to speakers brought in concerning this topic;
Read literature concerning rural issues of today.

OFF CAMPUS: Contact Mary Jane Hendel and Fr. Paul Halloran;
Attend Church & Rural Life Forum, Rochester, Nov. 29, 1979
Attend the Farm Women Forum, Rochester, Mar. 27, 1980.

I plan to do the following things:

1. Discuss the farm forum held in Rochester with 4 or 5 others.
2. Attend, if possible, the Farm Women Forum on March 27;
3. Exert influence in the college community;
4. Contact and correspond with Mary Jane Hendel and Fr. Paul Halloran.

Indications that I am growing toward my desired outcomes:

I have written to and obtained feedback from Mary Jane Hendel. From this correspondence I am becoming more aware of the changing lifestyle of the rural family.

Experiences that I now have contributed positively toward my desired outcomes:

Discussion of Farm Forum with a group of others;
Involvement with the Farmers' Daughters group;
Correspondence with Mary Jane Hendel.

COLLEGE OF SAINT TERESA, WINONA, MN---DEVELOPMENT TRANSCRIPT

Name of Student: Sharon Wolff Date Recorded 5/22/80 Area of Development Project Leadership

Objective: To grow in knowledge of role of rural American women and to grow toward leadership as a rural woman.

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES
- Organized Farmers' Daughters Club. - Arranged for speaker to appear on campus. - Corresponded with Mary Jane Hendel, leader in Farm Women's Forum at the state level. - Discussed Farm Forum with small group. - Read literature related to agriculture and farm women.	- Initiated creative projects on campus for implementation by the Farmers' Daughters. - Exhibits resourcefulness in finding out about the role and challenges of today's farm women. - Moves as a leader among other young women with similar interests in rural life. - Faces realistically the fact that present-day farm women are confronted with many problems.

MENTOR COMMENTS:

Sharon, with unusual conviction and enthusiasm, has grown toward her goal this year. She is interested in rural life and devoted to the cause of farm women. With the leadership qualities she possesses, I believe she will not only participate in farm women's organizations but will help to lead them!

Student Signature /s/ Sharon Wolff Mentor Signature /s/ Sister Margaret Pirkl, O.S.F.

COLLEGE OF SAINT TERESA
WINONA, MN 55987
DEVELOPMENT TRANSCRIPT

Name of Student: _____ Date Recorded: _____

Area of Development Project: _____

Objective: _____

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES

MENTOR COMMENTS:

Student Signature _____ Mentor Signature _____

COLLEGE OF SAINT TERESA
WINONA, MN 55987
DEVELOPMENT TRANSCRIPT

Name of Student: _____ Date Recorded: _____

Area of Development Project: _____

Objective: _____

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES

MENTOR COMMENTS:

Student Signature _____ Mentor Signature _____

COLLEGE OF SAINT TERESA
WINONA, MN 55987
DEVELOPMENT TRANSCRIPT

Name of Student: Marie Van Gompel Date Recorded: October 31, 1980

Area of Development Project: Communication

Objective: To improve communication skills in the areas listed.

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES
Personal: To express my own needs and opinions in writing, and to share these with others in the manner I choose.	Inclusion of two poems in the College of Saint Teresa literary publication The Censor, Spring 1980. Other poems written and given as gifts. Publication of a letter to the editor of the Milwaukee Sentinel on October 13, 1980.
Professional: To further my studies in the field of Communicative Disorders, that I may help others express themselves more completely.	Bachelor of Arts degree in Communicative Disorders conferred on May 25, 1980, from the College of Saint Teresa. Acceptance of the position of Speech Therapist in the Kelsey School Division of The Pas, Manitoba, Canada.
American Sign Language: To further my studies of American Sign Language, that I may communicate with the deaf and hearing-impaired, and help them to express themselves more completely.	Development of a limited vocabulary of signs used while working with a dysarthric adult and a hearing-impaired child, and additional signs self-taught from several sign language dictionaries.
Spanish: To further my studies of the Spanish language, that I may communicate with people of another cultural background in their own language.	Study of the Spanish language in schools from 1972-1980. Observation of current issues concerning people and countries of Spanish origin.

MENTOR COMMENTS:

I heartily affirm all of the above, as stated by Marie.

Student Signature /s/ Marie Van Gompel Mentor Signature /s/ Sister Margaret Pirkl

COLLEGE OF SAINT TERESA
WINONA, MN 55987
DEVELOPMENT TRANSCRIPT

Name of Student: Sharon Wolff Date Recorded: May 22, 1980

Area of Development Project: Leadership

Objective: To improve leadership skills.

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES
- Social Commission Member.	- Organized fund raisers and events.
- Business Manager of 1979 Aldine.	- Initiates goals and tasks for groups.
- Member of self-governing floor.	- Voices opinions, listens to, and accepts comments of others.
- President of and organized Farmers' Daughters Club.	- Accepts responsibility.
- President of Senior Class of 1980.	- Maintains open communication between group members.
- Alternated member to Student Judiciary Board.	- Attempts to reconcile disagreements.

MENTOR COMMENTS:
It is evident from her success as leader in many situations that Sharon has grown in leadership skills through her years at the College of Saint Teresa. She also is creative in the way she initiates projects or suggests improvements in the functioning of a group. She can clearly state her own position, even if it conflicts with that of another. She is effective as a leader now, and I believe she will continue to grow in leadership skills.

Student Signature /s/ Sharon Wolff Mentor Signature /s/ Sister Margaret Pirkl, O.S.F.

COLLEGE OF SAINT TERESA
WINONA, MN 55987
DEVELOPMENT TRANSCRIPT

Name of Student: Mary Leslie Klauck Date Recorded: May 23, 1980

Area of Development Project: Crafts--Ability to Learn New Ones and to teach them to Others.

Objective: To learn Eight New Crafts and To Teach One Person A New Craft.

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES
1. I took the Creative Crafts Class offered at CST.	1. I made three kinds of latch hook rugs.
2. I visited five craft shops to get ideas.	2. I made sixteen samples of different needlepoint stitches
3. I used the library to facilitate my learning.	3. I learned how to weave with a loom and with cards.
4. I visited two craft exhibits.	4. I made a needle-punch sample.
5. I taught three girls how to do card weaving.	5. I made a patchwork quilt.
	6. I made four bread dough sculptures.
	7. I made samples of straw and felt crafts.
	8. I made ten macrame knot samples.
	9. I have a file system which includes samples and directions for making various crafts.
	10. I can reproduce something I have seen at a craft store or exhibit.
	11. I can teach others how to do new crafts.

MENTOR COMMENTS: It is clear that the usual organized manner of attacking and completing any task, be it president of judiciary board, researching a little understood topic in an independent study, or learning crafts in independent manner in order to enhance her personal skills, provide for productive leisure moments, and to broaden one's resources for effective teaching of students at various levels, has been demonstrated in this excellent project. Mary Leslie has discovered a creative aspect of her being that was latent, and this has been most rewarding. The neatness of the projects makes one want to purchase even the samples! She has been a delight to watch during this creative growth experience!

Student Signature /s/ Mary Leslie Klauck Mentor Signature /s/ Sister Michaea Byron

COLLEGE OF SAINT TERESA
WINONA, MN 55987
DEVELOPMENT TRANSCRIPT

Name of Student: Sister Mary Chinedum Osuorji Date Recorded: May 22, 1980

Area of Development Project: Summer work at Winona Day Care Center (involving children aged 3 through 12)

Objective: To improve my organizational and leadership skills in working with preschool and schoolage children; *

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES
- Organizing activities in art, music, physical education, science.	- Initiates goals and tasks for a group of children.
- Finding and reading appropriate books for storytelling.	- Relates to children on their own level.
- Planning and conducting field trips (to the lake, rose garden, radio station, carnival).	- Establishes good working relationships among children.
- Directing and preparing materials for plays.	- Accepts criticism from superiors.
- Preparing a unit for the children about my country, Nigeria.	- Increases awareness of strengths and weaknesses in relation to people of other races.

MENTOR COMMENTS:

Sister Chinedum has developed a number of important skills this summer in working with children. The enthusiasm the children have shown in working with her clearly demonstrates her ability to organize appropriate and stimulating activities for the children. The fact that the children were always eager to talk and play with her illustrates the good rapport she established with them.

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Student Signature /s/ Sister Mary Chinedum Osuorji Mentor Signature /s/ Dr. Helen Skala

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*to increase my repertoire of activities appropriate and stimulating to preschool and schoolage children.

COLLEGE OF SAINT TERESA
WINONA, MN 55987
DEVELOPMENT TRANSCRIPT

Name of Student: Sharon Wolff Date Recorded: May 22, 1980

Area of Development Project: Leadership

Objective: To grow in knowledge of role of rural American women and to grow toward leadership as a rural woman.

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES
- Organized Farmers' Daughters Club. - Arranged for speaker to appear on campus. - Corresponded with Mary Jane Hendel, leader in Farm Women's Forum at the state level. - Discussed Farm Forum with small group. - Read literature related to agriculture and farm women.	- Initiated creative projects on campus for implementation by the Farmers' Daughters. - Exhibits resourcefulness in finding out about the role and challenges of today's farm women. - Moves as a leader among other young women with similar interests in rural life. - Faces realistically the fact that present-day farm women are confronted with many problems.

MENTOR COMMENTS:

Sharon, with unusual conviction and enthusiasm, has grown toward her goal this year. She is interested in rural life and devoted to the cause of farm women. With the leadership qualities she possesses, I believe she will not only participate in farm women's organizations but will help to lead them!

Student Signature /s/ Sharon Wolff Mentor Signature /s/ Sister Margaret Pirkl, O.S.F.